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ABSTRACT

The uniqueness and importance of physical education in the middle school years are expounded upon by various speakers. The roles of games, physical development, and sports are explored to determine activities specifically pertinent to middle school students and their needs. Problems that physical education teachers may face with middle school students are also discussed. (CJ)

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Contemporary Elementary and Middle School Physical Education Conference

Translating Dialogue into Action

January 17-19, 1980
Georgia State University, Atlanta

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Proceedings
Thursday, Middle School Sessions
Edited by Margaret A. Jones

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Contemporary Elementary and Middle
School Physical Education
Conference

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GEORGIA STATE UNIVERSITY

INTRODUCTION TO CONFERENCE

WHAT IS UNIQUE ABOUT THE MIDDLE GRADE YEARS?

BY

George Graham

For many of us last year was a landmark conference. We used that term because we were talking about what was going on as well as the concerns of grassroot teachers. I think we are going to do that again these three days. I'm excited about focusing on the middle school. Some of you may not know it, but I taught middle school for three years. I'm very aware of the problems; therefore I have many questions about the middle school and am looking forward to getting some questions answered today and this evening. Also, I suspect that I will come away with some new questions.

The young adolescent is in limbo. They are not really children, and they are not really adults. I am beginning to think that middle school pysical education is in many ways in limbo. It is not really affilliated with elementary school physical education. I imagine some of us in elementary school education say that it is really in the secondary school department. On the other hand secondary school physical educators say, no, middle school physical education is really with elementary school physical education. As a result middle school physical education is in limbo.

Let me document that a little bit. If you were a new teacher, and you decided that the age group you wanted to work with was middle school, young adolescents, you say, "I really want to work with middle school physical education," and you obtained the Journal of Physical Education and Recreation for the last three years, as you opened the November and December issues and looked in the indexes you would say, "Alright, middle school physical education I'm really going to get up to date; I'm really going to find out what is happening." What you would find are 69 articles on the topic "elementary school physical education", 44 articles on the topic "secondary physical education", 32 articles on the topic "college physical education", and 0 articles with "middle school physical education" in the title for the last three years in our national journal. Hopefully, that scares you as much as it does me.

You might then say, "As a new teacher looking for something in middle school physical education, let me go to the Physical Educator." If you counted all of the articles in the Physical Educator, you would have counted approximately 195 articles on all topics. One of those articles was on the topic "Instructional Strategies and Activities for Elementary and Middle Schools." That was the only mention of middle school physical education in the title for the last three years. Fortunately, professor Anthony Annarino will be with us, and he is the gentleman who authored that article.

I personally have two goals. One goal is that we are provided with some of the information that is obviously lacking in the journals and I suspect lacking elsewhere, so when we come away from this conference we are really up to date, on the cutting edge more or less, on what is happening in middle school physical education. I do not think there is any question that this is the most focus middle school physical education has had for many years in the United States. The second goal is that hopefully the seed will be planted so that we move away from the notion that middle school physical education is the job you take until you can get

a high school coaching job. For too long, I am afraid that's what middle school has meant for many people. I hope that a seed will be planted that middle school physical education is an important area which has its own unique characteristics. Two of the people, who are going to help us in this area are experts; both are going to provide us with a theoretical overview.

INTROLUCTION OF DR. LARRY PARKER
BY
George Graham

Dr. Larry Parker, our first speaker, is currently at Georgia State University, and has been here since 1971. He has had six years teaching experience in public schools, teaching fifth, sixth, seventh and ninth grades, in the states of Georgia and Tennessee. At one time we had responsibility for organizing and coordinating a physical education program for intermediate grades, and I think he has some empathy for what we are going through on a daily basis. His doctorate is from the University of Tennessee in Knoxville, and his areas of specialization were curriculum instruction, education psychology, and sociology. Since he has been at Georgia State, he has been involved with a number of middle school projects. Specifically, he was responsible for conceiving and developing a curriculum course which is required for middle school certification at Georgia State. He has consulted for a number of schools and school districts throughout Georgia which is a sign that an individual is respected by real world teachers for what is going on in the real world. His wife is a physical education teacher; thus, we know he hears alot about physical education over the dinner table. He has three sons ages 12, 13, and 16, so he also deals with adolescents on a day to day basis in the real world. It is one thing, as we know, to read about it in books but quite another thing to deal with your own children. It is a pleasure for me to introduce Dr. Parker, and his topic, "The Middle School Concept."

"THE MIDDLE SCHOOL CONCEPT" : Dr. Larry Parker

It is indeed a privilege to be a part of this conference; to be a fellow presenter with some of you who are going to be presenting today, tomorrow, Saturday; and to share with you folks who are in the physical education department here at Georgia State University. For you that have driven in from perhaps many miles, and those who are coming, this is obviously a concept about which I have some very strong feelings. I as an educator and parent believe that middle school movement is vital to the complete development of students who are in a particular and unique stage of development. My talk for about thirty minutes is to help develop a perspective for you as you move through the various sessions of this conference. On what middle schools are all about, I would like to use a letter that illustrates as much as anything I can say about the power and the importance of the perspective that you take on in any event, issue, or idea. This letter was supposedly written by a coed at the University of Tennessee after the first couple of quarters at the university. She wrote:

> Dear Mom and Dad; I thought I should write a brief note to let you know what has been happening here at school, but perhaps you had better sit down before you read any further. I've almost recovered now from the concussion and other injuries I suffered when I jumped from my dormitory window the night the dorm burned. It is a good thing Jason saw me jump from the gas station across the street where he works. Even though he didn't know me, he called an ambulance. He even

> visited me several times while I was in the hospital. When I was released from the hospital, he felt so sorry for me not having any place to live or anything, that he let me move in with him. We are going to be married sometime soon, I don't know exactly when, but it will be sometime before my pregnancy begins to show. We had a little difficulty getting a marriage license. It seems that Jason got some kind of minor disease somewhere, and he can't pass the blood test. Also he has apparently passed the disease on to me.
>
> Now before you get too excited let me hasten to say that none of the above is true. There was no dorm fire, I didn't jump out the window or get hurt or anything. There is no pregnancy or disease. In fact, I don't even have a boy friend, however, I did get an F in chemistry and a D in history, and I wanted you to see these grades in their proper perspective. Love and kisses, Judy.

To develop this perspective I appreciate the things that Joe Richardson, our Associate Dean, shared with us in his welcome: the challenge of parents to serve as models for kids of this age group. I was thinking two nights ago as I was grinding out my three miles in the rain, why I was alone? Apparently, I have failed with three boys who were home watching the tube, while I was out grinding away. I am still working on that one. I do not have all the answers, and I want to say at the outset, that we do not have all the answers. This is a new movement, however, I think this is the way we must go if we are totally concerned about the students we are serving.

I want to build my particular portion of these opening presentations around three major areas. I am using the label as you will notice, middle grade education, for a particular reason. When we see the concept of middle school, it does not necessarily mean that we see an organization that is functioning on the basis of middle school philosophy. So the label of middle school does not always mean that we are going to see operations on the basis of middle grade thinking. Thus the word middle grade education might be more accurate. The second reason for using this concept of middle grades is because wherever you find students in the middle grades, whether it be at the top of an elementary school or at the bottom of the secondary school, there should be a unique program for them. You do not have to have a separate facility or building in order to have the middle grade program. Although that can be an asset, a very distinct asset, it does not have to occur and in many places cannot happen because of the financial problems. Therefore, I am using this as a label "middle grade education a unique problem" to define some basic understandings; we are talking about education for a group of youngsters roughly between the ages of eleven and fourteen. These youngsters have been called a number of things: early adolescents, pre-adolescents, things that you really can not say out in public. There are several descriptors;the in-between -agers / transecents, that are used in the literature to refer to the individuals for which the middle grades programs are designed. It is for these youngsters, the nature of the clientale of the middle grades, that provide the most significant motivation to move toward a unique institution. Unique because of serving students in a very unique critical stage of development.

I will list four areas from the literature in which differences are noticable, and I am not going to spend time on the nature of these students because Diane, the next speaker, will be concentrating in that area. First of all a brief history of the middle school concept; then to look at some of the major purposes that ought to be the focal point or points of a middle school program; some of the characteristics that are coming out of an attempt to think about middle grade students; and some of the differences between middle grade programs and elementary and between middle grade programs and secondary programs.

First of all, in looking at the history I go back to 1888 (I am just covering some significant people and events that influenced the history of the middle grade concept) the Harvard president at the time, Dr. Charles Eliot, suggested that perhaps the timeline year pattern which we were using (8-) was not the best way to accomplish what we wanted to in education. He suggested in particular that grades seven and eight were some what repetitious and we should re-think our structuring of the tweleve years we required students to come to school. His primary reason was the economy of time: how can we best use the twelve years that we have students in schools? So, that became a watch word for a few years.

In 1905, G. Stanly Hall wrote one of the first major treatise on adolescents. It came in two volumes and caused the education community to be keenly aware of the differences which occur at this particular stage of development. Thus, another watch word began to ring throughout the land, "meet the needs of early adolescense".

In 1918, the Commission on the Reorganization of Secondary Education was formed out of the Bureau of Education. They published a document that most of you have referred to because it includes the seven goals of education which were the heart of the document. The first of those goals was health, which is of interest to you. That document also said we ought to move toward a sixth-three-three structure. We ought to stop the elementary program at grade six, and then think of the secondary program as being six years but divide these six years into two three year periods having different schools and different programs programs for these periods. The two watch words that came out of that particular time was "improve holding power". We became aware that very few students were ever reaching the ninth grade. As a matter of fact, some of the drop-out rate statistics showed that only half of the students who started the first grade ever reached the ninth grade. Therefore, they felt that the six-three-three structure would help us retain students.

The fourth reason was to "bridge the gap". Out of Hall's study people became keenly aware of the sharp differences which existed among this group of kids, and so the uniqueness of those kids began to be emphasized. Schools began to restructure and the junior high program had its beginning. By 1940, the junior high model was the predominate modle throughout the country. I used that because it was actually the beginning ot the middle school concept since the junior high was formed to accomplish the things that the middle school is attempting to accomplish today.

You ask, when did the middle school label come into being? That was in the 1960's, and it came out of three major focusses or reasons. The first was a concern for academic excellence. We were still in the period of time in responding to Sputnik, and there was a concern that our schools were not producing the kind of scholars, the kind of scientists, the kind of thinkers, that we needed for defense purposes. We were getting behind in the world and you know all of the programs

that came out of the NDEA money. Because we became concerned about high achievers and academic excellence, we said we needed the ninth grade to return to the high school so we could have more control and raise the standards of the ninth grade. Thus, academic excellence became a watch word.

We also became conscious of the fact that students were maturing early. Many sociological studies were reporting that sex changes were happening earlier in the game. One interesting statistic on the age of youth choirs was that in Europe, the youth were sixteen and seventeen before their voices were changing while in the United States, the youth were only twelve and thirteen when their voices were changing. So it became quite apparent that children were maturing earlier in the United States.

The third rationale for the revitalization or revival of the concept of the middle school was a recognition of the failure of the junior high. Let me list some of the things junior highs were emphasizing. It was becoming a mini high school, since it was disadvantageous for them to be called junior high schools, in that label is implied a mini high school which, infact, they became with highly competitive academic subjects; students competing with each other on a very high pitced, high plained type of program. It had a rigid structure with students moving through seven periods rapidly, fifty to fifty-five minute periods. It became a socially sophisticated operation with superlatives, senior proms, the whole business. It had interscholastic sports, with students on a team coming from each junior high to compete with other teams. In one school of between four to eigh hundred students you had one good quarter-back, and coaches were obviously grooming their key positions down in the junior high schools. Therefore, a student who perhaps was not quite coordinated enough to play varsity in junior high had his entire career at stake and jeopardized. It had detached relationships since it was possible for seventh graders to have as many as seven teachers, moving from course to course. Moving through the schedule, it was possible for a student to be in several classes with different students in all seven classes. Although he or she would travel alot of the time with the same students, the relationships that one knew in the elementary school began to be fragmented. Thus, these are just some of the reasons why the junior high was being considered a failure in its attempt to accomplish the things for which it was founded.

Thus, we see the development of middle schools. In a study in 1965, there were almost 500 middle schools identified. Based on criteria that was applied to these studies, these middle schools at least advertised themselves to be accomplishing the things that middle schools were intended to accomplish. By 1970 there were over 2,000, and in 1974 Dr. Comption at the University of Georgia, found in his studies almost 4,000 middle schools in existence in all fifty states, with the exception of the District of Columbia. These middle schools were predominantly grades six through eigth. Although in some places you would see a fifth through eigth, and even fifth through seventh, the predominant pattern was grades six through eigth.

What were middle schools intended to accomplish? There are four watch words of middle grade programs. The first is <u>transition</u>. These students are moving from dependence to independence. They are moving from a state of simplicity in terms of organizational structure of the elementary grades to one of very much complexity in high school grades. They are moving obviously from childhood to adolescence, which Diane will be emphasizing at a later point, and from a concrete orientation to an abstract orientation in their intellectual development. They are moving from a self-contained situation to a highly departmentalized situation in the high school. They are moving from that orientation of being a parent-figure in the classroom, in terms of teacher role, to a teacher being an instructor in the high school role.

These transitional components which are going on in their lives and are going on in the institutions require again a necessity to bridge the gap and move from these orientations on a slow pace. Therefore, in a middle grade program if you have three grades six, seven, and eight, sixth will not look exactly like the seventh grade, and the seventh grade will not look exactly like the eigth grade, providing transition is taking place and you are beginning to structure at a higher level. So transition is probably a key-word watch word, in accomplishing the purposes of middle school.

Secondly is individualization, and let me say, first, that individualization is not necessarily a one-to-one instructional experience. That is a myth. Individualization is a way of thinking, and in the middle grade programs, you think in terms of the individual. There are two concepts to be developed, fundamentals and higher cognitive skills. For some students the middle grades should be an opportunity to master those fundamentals, those basics, which they have not had the opportunity to master up to this point. They should be able to spend time in those skill areas--even remediation if that individual or those few individuals need it--without getting behind in the curriculum. Whereas those students, who can perform at higher levels of thinking and who are moving into Piaget's fourth stage of development intellectually, should have the opportunity to think in high levels, to pursue horizontally parts of the curriculum that will challenge them intellectually, and yet will not threaten the next curriculum step above them. Therefore, individualization should be a way of thinking.

Third is exploration: These students should experience widened interest. Obviously, they should have opportunities to take part in activities that they have not had the chance to take part in before, because of their widened abilities and widened interest. They should be able to pursue subjects, perhaps not in depth because their interests tend to be superficial, but at least to experience, to become familiar, to have introductory experiences with some subjects, topics, and issues that they have not had the opportunity to become acquainted with up to this point. It is not with the idea that they are mastering these concepts, or that they are perfecting these particular skills, but that they should have the opportunity to explore.

The watch word interaction, is the fourth major purpose of the middle grades. What I mean primarily is an emphasis upon relationships. A human relationship in the middle grade could be a vital component: relationships between and among students, between students and teachers, between students and counselors, between school and parents, and between school and community. Frankly, in many systems they are placing community education programs in the middle grades or in middle schools, which really fits because the objectives of community education, the purposes of that whol movement, and the purposes of middle grade education are compatible. Joe's already emphasized the need for involving parents in facilitating the development of students at this particular level. Therefore, interaction, the relationships, and the quality of those relationships, should be a continual effort on the part of decision-making in middle grade programs. Thus, I use those four words as watch words to focus on the major accomplishments that middle schools should emphasize.

Now let us look at a few characteristics of middle grade programs. I share these because they are things that middle schools have become out of an emphasis upon the development of these students. They did not begin as theory, but that effective middle schools ought to have these characteristics to be a middle school, or be moving toward them, is imperative. First, a flexible organizational

DIFFERENCES AMONG
ELEMENTARY, MIDDLE AND HIGH GRADE PROGRAMS

	ELEMENTARY	MIDDLE	HIGH
TEACHER ROLE	PARENT	ADVISOR	INSTRUCTOR
STAFF ORGANIZATION	SELF-CONTAINED	TEAM	DEPARTMENTAL
CURRICULUM	SKILL DEVELOPMENT	SKILL/EXPLORATION/INTERDISCIPLINE	SUBJECT CENTERED
SCHEDULE	DAYS	MODULES/BLOCKS	PERIODS
STUDENT GROUPING	CHRONOLOGICAL	CHRONOLOGICAL AND MULTI-AGE	SUBJECT
BUILDING ORGANIZATION	CLASSROOM	AREA	DEPARTMENT
INSTRUCTION	TEACHER DIRECTED	TEACHER DIRECTED/FACILITATED	LECTURE CENTERED

structure: one where the organization supports the program, rather than the program being forced into the organization. The school within a school is the model that many middle schools have been using; the idea that the seventh grade should be self-contained, separated from the sixth and eighth. The sixth grade should be self-contained; this can provide for decision making that allows for the kind of transition that I was referring to earlier. The sixth grade can be structured or patterned after the elementary from which the students just came. Whereas the seventh grade, if they have their own students, their own way, and their own faculty; can make decisions organizationally that will fit their students and the curriculum that should be taking place. So the school within the school has been a very facilitating concept.

Other middle grade programs have chosen to go to multi-grade grouping, or multi-age grouping, in that the model student is effective in influencing the younger student which is a natural inate desire in children. They want to become like the children who are older. Model students are selected very carefully. This is one of the characteristics of IGE, if any of you are involved in Individually Guided Education.

Next, modular or block scheduling; this allows for the kind of flexibility that is referred to in the first characteristic. To think differently about the time that you have at your disposal. Thinking of modules is simply thinking in terms of twenty minute segments which we can reorganize on a day-by-day basis. Blocks have a large portion of the time in which we can plan and manage and which are not confined because students have to leave to go to another area or to another place, and if they don't go it is going to upset the entire schedule.

Mini-courses have become characteristic of middle grade programs, which are based on students' interest again allowing the kind of exploration that we were talking about in the purpose of middle grade education. Just because you see a mini-course or mini-packet, it does not necessarily mean, again, that you have a middle grade program, but it can be an indication of that, and a mini-pack or mini-course can be a structure utilized by a middle grade thinking.

Another is a wide range of learning activities. We know the kids not this age need to become active in the learning experience. They need to take an active role; therefore, lecture would be used but not alone. Project activities would be used. Inquiry mode would be utilized because some of the students who can think on higher levels, and because of their need to be independent, the inquiry mode or discovery approach allows students to become actively involved in the learning experience. Demonstration, allows students to get as close to an actual experience as possible.

Team planning, teaching, and evaluating is another characteristic, and I know that, again, we have the label team teaching which has been abused, bantered about. Perhaps we could use the cooperative teacher method, where professionals are thinking together in their responsibility to students. Having several adults responsible for a group of youngsters at this age allows more input in understanding and studying the student. It also insures to a greater possibility, an increasing possibility of a good pupil-teacher fit, mix, or relationship.

Unified arts experience allows every student in the school to have some experience with home living, cooking, sewing, woodworking, and all those experiences in which they have an interest. Capitalize on that energy and let them have some of these experiences.

Inter-disciplinary curriculum units, is another characteristic because many of these students are able now to see relationships among the disciplines, it is an appropriate time to address issues that are relevant to them--drugs, energy, etc.,--from an interdisciplinary approach which makes sense if you have a group of adults working together. Those adults can represent particular specialty areas, and they can focus in on energy which is not only a mathematical problem or only a science problem or a social studies problem. It requires the interrelationships of various disciplines.

Next is shared administrative leadership, where decisions in an effective middle school ill be made at the lowest level possible--the level closest to the learner, or closest to where the decision is going to be implemented. Many principals have had to struggle with this in their own minds and their own security, when they think of sharing decisions that were once all their own, with perhaps some teachers, and some administrative assistants--roles that here-to-fore have not necessarily assumed responsibility for key significant decisions.

Another is affective curriculum, not just the cognitive domain, but there is some direct conscious effort to deal with the affective curriculum, that which students are valuing and feeling, their appreciations, their self-concept, and what is going on inside of them. I would not emphasize this as the major area of the curriculum, but it must be given some attention because of the nature of students.

Intramural participatory sports is another characteristic, where the emphasis is on allowing students to become involved in recreational activities, in sports and in physical development programs without the embarassment of having to perform in front of an entire grade level or without having to be finely coordinated in mastering that particular event. Giving them an opportunity to participate and have a good experience with those activities that will be key in developing their bodies and ultimately their entire lives.

Horizontal rather than vertical curriculum emphasis which I referred to earlier, means not being overly concerned that you cover a certain portion of content in terms of scope and sequence. This should be two or three years of their lives when they do not have to make sure they get every week's assignment or they will be behind when they get to the ninth grade. It should provide some liberty, some breathing room, so that the emphasis should not be moving through vertically but allowing some horizontal enrichment experiences. You do not throw out all vertical content, but the emphasis is on allowing them to pursue those horizontal curriculum experiences.

Last is a depressurized social setting, a supportive environment, one where students do not have to be constantly conscious of how they fit in with the students' subculture. One where you address the idea of clicks and gangs and what is going on in the real world, the youth culture and the culture of the school, but also one in which you remove as much of the high pressure activities as you can so that you might think about each individual having as wholesome and positive experience as possible.

We will look at some of the differences among elementary, middle, and high grade programs. One, whereas the teacher role of the elementary is that primarily of parent and in the high school primarily of instructor, in middle schools advisor is one of the key terms. Not that teacher is never an instructor, at times he/she must be, and at times he/she must be a parent but the emphasis of the role is as advisor.

Two, staff organization rather than self-contained or departmental teams. Three, curriculum rather than skill development or subject centered. The skill development should be along with exploration and along with inter-disciplinary curriculum. Four, schedules, instead of thinking of days or periods you think of modules or blocks. Five, student grouping, rather than only on the basis of chronological or subject, you consider chronological and multi-age grouping. Six, building organization, instead of thinkinf of a classroom as a department you think of an area. Last, instruction, rather than just being teacher-selected or lecture centered, you include the idea of facilitating learning, of being a guide for creating or managing a learning environment in which they have some input or some decision-making into the way they learn. Learning which can accomodate their own individual developmental stage and their own particular learning style, and that is a whole ball game which is beginning to come into the literature and research of the present.

I believe that middle schools are in a struggle to survie. I think there are some forces working against the middle school movement. One is the back to basics idea or the accountability question, and I think it is generally associated with middle schools or the middle schools movement, that they do not deal with the fundamental basics. I think this is a myth, and I think that we should do all we can to erase that idea in peoples' minds; there is going to be some heavy and some good cognitive learning in middle schools. Another force that is working against the movement is to tighten up the purse strings economically. Another one is the identification of the middle schools with the open school movement which had some distracting features, and there is a rejection of many of the aspects of openness. I do not think the middle school movement necessarily parrallels the open school movement. A last item, is that probably relatively few educators, even those involved in the middle school movement, who really understand the middle school thinking. I think you folks who are here this weekend need to serve as missionaries, as messengers as you go back to your areas, and be those people who do not just preach the middle school movement but also demonstrate it by your professional lives, your career, in the way you operate.

INTRODUCTION OF DIANNE WARD

BY GEORGE GRAHAM

He really did a super job. If you realize all that he had to draw from to get as much material as he did in just a few minutes it was really a tremendous effort on his part. I suspect many of us not being familiar with all of the middle school literature have no idea how much there is, and I suspect that it is comparable to saying you have half an hour to talk about <u>all</u> there is to know about physical education. It was really a nice job. Thank you.

Our next speaker is Dianne Ward. Dianne's teaching experience includes work at Southside High School, in Florence, South Carolina and at Coker College at Hartsville, South Carolina. Since 1975, she has been at the University of South Carolina where she works in the areas of curriculum and instruction. Dr. Ward recently received her doctorate as well as her masters degree from the University of North Carolina at Greensboro. Her community services are broad based including

consultancies,president of an alumni association, membership on a college board of trustees, and the director for Special Olympics. She has recently co-authored an article with Peter Werner entitled "Comparison of Three Curriculum Theories in Physical Education," which will be published in an upcoming edition JOPER which was stimulated, at least in part by last year's conference. Dianne is the mother of a twelve year old daughter as well as a three year old daughter. I know Dianne personally and I can tell you from first hand knowledge, she is an interesting and dynamic lady who is really committed to physical education. I am looking forward to her presentation which is entitled, "Middle School Children's Unique Characteristics".

MIDDLE SCHOOL CHILDREN'S UNIQUE CHARACTERISTICS:
DR. DIANNE WARD

Thank you, I appreciate the opportunity to be here. Dr. Parker's presentation was certainly interesting and one that I found very reinforcing to my work and my research in the area of middle schools. Also, I found something interesting; as he began to summarize his remarks, I looked toward the back of my presentation and I thought he read over my shoulder, because I found myself saying some of the very same things. Obviously, if middle schools are constructed to meet the needs of this transecent individual, then my program implication will be the same as middle school concepts are. So I found that very reinforcing. I also made another discovery that perhaps I should change the topic of my presentation from "Middle School Children's Unique Characteristics" to the "Unique Middle School Children's Characteristics".

The individual from age ten to fourteen experiences more changes during this time period than any other time during his or her life. It is an overwhelming statement when you think about the amount of growth that the child encounters when going from infancy to adulthood. This period of time from the relative ages of ten to fourteen is a time of great change, great turbulent change.

The middle school years of ten to fourteen are often referred to as transecents; defined as that period in an individual's development prior to the onset of puberty and continuing through early adolescence. Transecence is characterized by a change in physical development, social interactions, and intellectual functions. Any educator who has worked with middle schools is only too aware of the symptoms of transecent behavior; however, often we do not understand what causes this behavior. The result of this misunderstanding is an educator who perceives the perfectly normal and natural day-to-day characteristics of the pre-adolescent student as a discipline problem, and they treat them as such. In the ASD publication, "The Middle Schools We Need", it describes the consequence when teachers are so uninformed. The results of this misunderstanding are often found in the strict forms of discipline, order, control, and formality that many early adolescence learners endure. Too many teachers glue their students to their chairs for torturous lengths of time, using the lecture method of instruction, expect absolute attentiveness, and then punish those who cannot conform. Few transecents can conform. It is simply not in their physical, social, and emotional nature. Compound this lack of understanding with educational programs which are not designed to meet their needs, and you can understand the problems that often are encountered with this age group.

In order to best understand some of the unique characteristics, I would like to talk about them in three different areas: the physical growth, mental growth, and social-emotional development. Those are the terms you heard in Dr. Parker's presentation.

Physiological changes also occur. Pulse rate drops from birth to age 10. During transescence more decrease occurs in males than in females. Systolic blood pressure rises in both sexes during this period. Vital capacity increases rapidly with boys being greater, even when corrected for body size and surface area. Respiratory rate decreases with no difference in sex.

During this period an incommensurate growth of the heart and body occurs which may result in heart murmers. Gastric acidity increases with a possible accompaniment of abdominal pain.

Preadolescents may inherit a small stature and a physiological system with a metabolic imbalance which turns food into body fat particularly fast. This problem may become more severe during the transescent's rapid growth period and the accompanying increase in appetite. Variance in growth creates significant cause for concern particularly in the United States where cultural attitudes are irresolvably tied to physical appearance and strength (i.e. Miss Teenage America; star athlete). This causes the transescents to associate their growth imperfections with these examples. The discrepancy which occurs between culture suggests patterns of growth and their own physiques cause transescents to doubt themselves.

George Graham

Thank you Diane. What a tough job we gave both of our speakers this morning, and I think they really did a fantastic job. For Diane to cover all those characteristics of middle school children in the brief amount of time we assigned her, it really was very, very well done. She will be speaking again this evening, on the ideal middle school program.

What Is The Unique Role Of Middle School Physical Education?

By: Mary Womack

I would like to assume that physical educators are facilitators of developing characteristics for children at the middle school stage, and are not, and I have used this word alot, body movers. We can just move bodies around in the gym and forget that we are working with a complete person. I am going to mostly address the fact that we have a total human being coming to us in the gymnasium and on the play fields; also to the role that I think physical education can play in contributing to the development of the child in this respect.

Budget and time restrictions demand that choices be made, and schools cannot afford all things at all times. If I had the power to determine the physical educational program for students in our schools and was required to make a choice due to budget and time restrictions, the following would be my decision. Early childhood and primary grades would be provided with a specialist and the other grade level, for which I would insist a specialits be provided for physical education in the middle school. Both of these developing stages in students lives are characterized by a rapid mental and physical change which produces an identity crisis for the child. The need to have active learning experiences where physical skills, cognitive processes, and social interactions can be practiced and tested is paramount.

Students develop a style of approaching life in the middle school that is likely to stay with them forever. Physical education can provide a wholistic experience that helps them cope with the four parts of their personhood: physical, mental, social, and emotional. These four parts when considered during problem solving activities give the middle school students a better understanding of their basic needs.

First, I would like to take physical characteristics. The ten year old of today is approximately the same size as the twelve year old at the turn of the century. Patterns of growth are similar for both boys and girls, but the timing and the degree of change are different for males and females. For girls, physical changes usually begin between eight and twelve, ending between fifteen and eighteen. For boys, they begin a little later between nine and thirteen, ending between seventeen and twenty. Rapid excelleration of physical growth occurs before pubescence, and de-excellerates afterwards. Age thirteen is an age of greatest variability among the sexes.

In thinking about physical growth I want to consider four aspects. First, is anatomical changes. Obviously there are structural differences, you have a body size difference between males and females. From infancy you have a gradual decline but again from this period of ten to twelve you get a jump again in growth. There are also height-weight changes that occur particularly during this time for both males and females. One of the reasons is the male, besides the genetic predisposition to be larger, actually experiences the growth over a longer period of time. Whereas the female experiences her growth early and then de-excellerates. Then, the male individual has a longer period of growth.

A second area of anatomical change is body build, during transescents, diamorphisis occurs. This is where significant differences between male and female begin to occur and are entrenched at this time. The female hips begin to broaden in relationship to shoulders, and the male shoulders begin to broaden in relationship to the hips. One interesting factor about body build is that bone growth occurs prior to muscle growth. This results in alot of gangliness, or other terms used, awckwardness and lack of coordination. Structuraly, it is also a time where bones lack protection of muscles and tendons. They may be quite succeptable to damage at the epiphysial areas of growth, particularly during intense sport competition; hence, the recommendation to not have high levels of interscholastic competition at this age.

About two months ago on NOVA, they had a program on physical involvement, and one portion of the program was devoted to the potential for long term, permanent injuries in maturing bodies. They foccussed particularly on football, because of the blows and shocks, and on girls gymnastics which is second only to football in injury rate. Legs grow proportionally faster than the trunk; hands and feet mature before arms and legs.

Body composition, a third area, is similar during adolescence as it is during adulthood. The female tends to have more percentage of the body fat than the male during adolescence; males increase more in lean cell tissue than they do fat. Girls tend to accumulate more fat during adolescence. I am not certain that this is purely genetic. If you will think about the female and male during this period, this is the time that physical activity is predominant for a boy, encouraged, promoted, and natural. Girls partly because of cultural and partly because of their own emotional make-up, begin to be concerned with their appearance and those kinds of things, and it is still not socially rewarding to be a participant. I think it is coming; the woman's movement and the acceptance of the female as a moving active athletic individual is becoming more acceptable, but I am not sure that this information about body composition is purely genetic and not partly environmental.

The fourth area of change is in the endocrine system. This probably is as great of an influence of the composition of the individual than any other. The pituitary glands stimulate extensive growth during this period, good anetrophic secretions stimulate the production of sex hormones, hence causing primary and secondary sex characteristics to occur. The third area in hormonal change is that there is a great hormonal inbalance which occurs during this pre-puberty period, resulting in changes in metabolism. Also changes in blood pressure occur; you get an increase in systolic blood pressure.

Physically, middle school students need a good balance between activity and relaxation. These students are restless, and they need activity. They are growing, and under stress, and need relaxation. Over-exertion can tax the growing body. A properly planned physical education instructional program can provide for this in the daily schedule of students. Specialists are better trained to provide this balance between rest and activity.

Long-boned growth spurts are characteristic of middle school students. The tension placed on long bones during movement promotes ciruclation in these bones, and this, provides elements necessary for the development of strong bone tissue. Muscle mass increases during the middle school years. Exercises and movement assure that this new mass will be strong.

The new body sizes and relationships of the body parts affect movement skills, students who have had an adequate physical educational program will be able to adapt or refine skills based on the new body that is developing. The larger or the stronger body opens up a new option in abilities. Physical education experience should provide an opportunity to discover these and to put them to use.

Socially, physical education can provide a well-adjusted view of self and the world when the appropriate instructional methods are used. It can provide a time to practice leadership and fellowship. Group activities give students a time to share in decision making and task completion. Frequent changing of these roles will help children develop tolerance of others as they function in groups. Middle school children are on the threshold of socialization and physical education as a real world laboratory for practicing these skills. The varied growth patterns of these students produce many sizes and levels of development. To learn to appreciate these individual differences, is one step toward accepting self and developing a positive self image.

Teachers who provide for the variations of skill, size, and maturity of students are demonstrating this same appreciation and serve as models for students. And we have heard alot about models today. I think our youth are looking for a model, and we have an opportunity to provide this as instructors, and especially teachers which are so close with them.

The sexuality of the middle school student can cause concern to them. This sudden new dimension of consciousness can be scary to youth. In physical education boys and girls interact. Interactions can occur absence of self-consciousness. Dances, and games, exercises, stunts, and other activities when practiced together can provide a process where boys and girls can interact with healthy relationships. These activities can add depth to the understanding of the opposite sex, both physically and socially. Friendship and the appreciation of the other as a person enrich these relationships.

Recreational skills are needed by this age student; added leisure in our society coupled with prolonged period of dependence that we impose on our youth suggests many empty hours. We can help them by teaching them recreational skills that will provide for their mental and physical growth. Middle school students are beginning to make their own decisions as to how they are going to spend their leisure time. Physical education has an excellent opportunity to guide them in these decisions.

The middle school children are naturally inquisitive, and the changing body magnifies this curiosity and makes it focus on the self. This interest can be tapped and used as motivation in the classroom. Physical education can become an easy media for learning physiology and anatomy.

Interspection is a new cognitive process for the middle school student. With this comes the ability to draw a conclusion. Physical education provides a real world laboratory for values clarification. Games can serve as an interactio process requiring justice and fair play. Understanding the consequence of a poorly paired team on the fun of the game, or disrespect for rules is a formal cognitive process within the reach of many middle school students. What is the pleasure that we derive from games? Is it winning or is it interacting movements and mind? Can the rules of the game be changed to make it more pleasurable for all? Can we reorganize these teams to make a more interesting interaction? Playing, and experiencing, and discussing these situations are concrete examples that serve to reinforce some of the higher cognitive processes that we are hoping children learn to use.

In closing I would like to say what I think a good physical education program would provide for middle school students. And that is first, a variety of activities so that we can increase their expectations of themselves and an understanding. Individualization to meet the needs of varying growth patterns of students is also needed. Time for orientation to a new instructional environment, dressing-out, showering, squad organizations are examples that must be taught and time taken for them to adapt to. Total student participation with little waiting and much action, little elimination and much inclusion, emphasizing cooperative activities. An opportunity for students to give input thus focusing on their ability to make decisions and promoting their autonomy. Frequent constructive feed-back to the students is important. Either make it positive or ask them "can you do this?" so that you are telling them what you are expecting, not " you didn't do so and so." They need to know what it is that we are looking for or if they see what we are looking for, give them feed-back on it. Purposeful activities that develop understanding in concepts, and that is getting away from body movers. They are using their minds, and their social interactions, and emotional capabilities along with their physical work.

INTRODUCTION OF ROBERT MOORE: By George Graham

Thank you Mary. Our next speaker is also a Supervisor of Health Physical Education and Driver Education for Cobb County Public Schools. He has over seven years of teaching and coaching experiences primarily in Louisianna. Bob Moore has also served seven years as Health and Physical Education consultant for twenty-one county school systems in Southwest Georgia, Southwest Cooperative Educational Services Agency better known as SCESA, which is in Leary, Georgia. Hid undergraduate and graduate degrees are from Louisianna State. I have heard Bob speak on middle school physical education and I was very impressed with his concepts and his analysis of where middle school physical education fits in, so I am looking forward to hearing him again, Bob.

The Unique Role of Middle School Physical Education:
By Robert Moore

Thank you George, I am excited to be here and to be with you this morning on the program to share with you some of my philosophies and beliefs concerning the unique role that physical education has in the middle school years toward general education. In support of every sound educational program is a philosophy of life and a philosophy of education. It is the responsibility of every teacher to think deeply of the ultimate purposes and unique roles of his/her position in school, and for every physical educator to think of their unique role that he/she plays in the process. Philosophizing is the earmark of a professional person. From the supervisor to the instructor in the gymnasium, the act of rationalizing the program of thinking and struggling with diverse view points, is as germane to the program development as the space and facilities you have. Do not rely solely on the information of others but be involved your-

selves in thought processes to defend the kind of program that you think is best for students. You need to go through that process in order to have a comfortable feeling, to feel confident that what you are doing is in the right direction and you are taking the right steps for middle school students. Only if you go through this philosophizing will you come to that end.

I see the unique role of middle school physical education from two viewpoints. The unique contribution toward general education and unique dimensions of middle school years in a K-12 program in physical education. I would like to address at this time the unique role from the standpoint of general education. The Educational Policies Commission of the NEA, some forty odd years ago, established four groups of objectives in discussing the purpose of education. They are self-realization, human relationships, economic efficiency, and civic responsibility. I would like to talk about how unique opportunities avail themselves in middle school physical education to acquire and achieve these particular general goals toward the development of the total child, probably better than many other areas of the curriculum, whether we are talking about math, science, social studies, or what have you.

What is so unique about middle school physical education concerning self-realization? The objectives of self-realization concern themselves with such items as the desire for learning, and acquisition for knowledge, and habits concerned with healthful living, and the ability to use leisure time in a wholesome and satisfactory manner. Another clue to the unique abilities in the area of physical education, particularly at middle school: In our county, Cobb county, we are caught up in the last chance syndrome. It seems that at this point in time with the exception of one new required course in our high school program, that the last chance we have to influence the entire student body, one hundred percent of those students who go through our system, is in their middle school years. We do not get them again unless they elect to take physical education at the high school level after this point. So we are caught up in this last chance syndrome and if we let it get by, chances are, we will not have enough impact on the lives of young people. We will not provide them with opportunities to look at particular pursuits they may enjoy, and say "I found something I really like to do and I'd like to make that an advocation, I'd like to do that in my leisure time."

We realize that we have three years--we have six, seven, and eigth grade arrangement for our middle schools--to have an impact on the lives of young people. We need to provide them with helpful and harmful exercise information. Misconceptions concerning sport reducing, various misconceptions; so that becomes the unique role that we play in that regard. And relating all them is healthy living. We know that we only have three years to sell youngsters on an active life style and to help them find several sports or adventure activities to their liking in fostering wholesome leisure time pursuit. These are the unique opportunities that we cannot afford to pass-by.

What we actually do in the couny is provide a very broad based experience upon which youngsters, through forced exposure, go through an exploratory three year curriculum. One of the characteristics and purposes of the middle school education which was discussed by Larry this morning had to do with the need to explore,as one of the facets of that particular segment of the population. Student's do need to explore. They need to get a basic understanding of various aspects in their physical world so that they may be able to pursue a little later. We are not trying to make experts of them, so we offer them mini-courses. We cover a broad range of eight program thrusts, everything from life-time sports to recreation, to combatives, to outdoor education, to team-sports, as only one of eight particular thrusts. Expose them then to this broad range of experience so

that they can explore areas that may be of interest to them. Again one of the major important points here is that we have to sell young people, and this may be the last chance we have over an extended period of time, to sell them on an active life style to help them to find something that they can do, that they are interested in, and that they can be successful with. Later on they can pursue an activity for its refinement whether it be in high school or post high school years. So we feel in this way that physical education does offer a unique experience in helping them to establish good use of leisure time, good healthy living concepts relating to the objective of self-realization.

A second area is the objectives that deal with human relationships. Dianne referred to this a little bit earlier this morning as the interaction qualities that play an important role. She emphasized here that the development of attitudes and interest take place at this time. Young people in the middle school years establish their values concepts. It is at this time that we need to provide opportunities through physical education that deal with human relationships. These kinds of things are concerned with such things as the appreciation of home, friendship, courtesy, the value of human welfare, and to work cooperatively. I believe middle school physical education provides the greatest opportunity to facilitate these objectives much more so than I visualized as being done in a math class for example. If group cohesiveness, a spirit of cooperation, the opportunity for leadership as well as followership, taking turns, and fair play are not emphasized with regularity, then certainly we are not doing as much as we could to foster the uniqueness that we have the opportunity to do in physical education. So in your programs at home, you need to look at whether or not you are providing opportunities for young people that deal with interaction and cooperation.

One of the facets that as I came into Cobb county several years ago, the physical educators were most concerned about, was the use of sports to a great extent for the purpose of bringing about togetherness with youngsters who came from maybe several different feeder elementary schools into a middle school, helping them identify with others, to feel group cohesiveness, team work, and interaction. But often times, folks, the team sports do not do the job that we think they do. Softball by itself does not necessarily bring people closer together. The only thing unifying about a softball game perhaps is when you add up the score. The individual efforts involved do not bring about necessarily unity to the dimension that we see in professional sports where the athletes are with each other for prolonged periods of time, working day and night. We do not have youngsters in that together an atmosphere that long to develop that kind of cohesiveness.

There are other avenues to take besides team sports to bring about that interaction. We can provide trust experiences, cooperative experiences, some kinds of things in physical education to provide that interaction. What better way than under stress and in a competitive situation, individually, can one display feelings and feel sensitive about the needs of others and the interactions that are so important.

The economic efficiency goal provides the third opportunity to alow a unique contribution to general education of youngsters in the middle schools. Physical education can play an important part in meeting this particular goal. Included under this heading are such objectives as good workmanship, selecting one's vocation carefully, and such things as consumer judgement, buying and protection. What do you do to assist your youngsters in becoming wise buyers of sporting goods and recreational equipment? What better opportunity might we have, in addition to playing games themselves, of taking a class that may be involved with a sport like basketball, than pulling out six different basketballs

and saying "let's look at these for a moment. What is the difference between one basketball and another?", showing some basketballs that may be lopsided or a little pregnant on the left side there, or split seams. One thing about some of the balls I have seen that come out of Taiwan is that they do not last very long, and it is difficult to find games you can play with two half spheres when they blow apart after you hit them one time.

Students need to know, they are the buyers. They are going out and saying, "Hey Mom, I want a basketball. Hey, I really like that thing we are talking about in school and I really am turned on to that. Let's go out and buy a basketball." They look on the shelf and they can not make a decision. Why can't they make a decision? They do not know one basketball from another. Now the truth is that most physical educators do not either. But it's a beautiful learning process to talk to manufacturers, to look at specifics and find out what makes one basketball better than another: that is it in the winding, why does one bounce? One may say official weight and size, and the parent says, "Hey that's one for my kid. I'm going to get that one." But what they forget is something very important--official bounce. Now they get one that is official weight and size, and they go home and bounce the ball. It bounces to chest height, and they do not want that.

There are reasons why one ball may cost a little more, but it would behove you as physical educators who are involved in that field in sharing and experiencing with young people something that has to do with economic efficiency, not only playing the games, but talking about the selection of equipment, how do you measure yourself for a bicycle, what kind should you get, what is best for you? It depends on what you want to do with it. Do you start off with a touring bike; not if that is not your thing. So you talk to the student in terms of things that are relevant to them. We do have a unique contribution to make in that area and I think we ought to do that as we pursue some of the activities. They are the future buyers out there, why get stung and have to pay the price, and end up with a warpped ball that is out-of-round, it splits at the seams, and has a leaky valve when infact we could have learned a little about consumer efforts in buying. So that is an area I think we can make a unique contribution and it pays overall toward total development of youngsters.

The final objective area deals with civic responsibility. Civic responsibility? We do not teach that course. We do not have a course called civic responsibility in middle school, and yet we all have a course called civic responsibility because each of us in our own areas must be concerned with that. Otherwise we are developing a youngster who will be highly skilled at being a specialist in one area without being that totally well-rounded educated person as we would hope that he/she would be. To develop a concern for the laws as well as for social understanding and tolerance, what better mode and what better opportunities to be unique in the physical education atmosphere in middle schools than to be concerned about sports games, the rules of these games. If we stress winning at the cost of even the rules themselves, then we are not unique. We need to pay particular attention to such things as fair play.

Not long ago I went to a middle school and was watching some young people participating in a soccer activity, without an official. Because they were calling their own, they were being fairer to the other team than if they had an official out there. They said that is his problem and now I can play and try to bend the rules a little bit because that is the official's responsibility not mine. So the idea of fair play sometimes leaves us when we have the official, we do things that we normally would not do if it were just a free-lance game. So we need to impart the contributions that we can toward developing responsibility in young people.

Sometimes we get so caught up in the game itself and the management of students in an activity that we miss the important opportunities of middle school physical education to play a unique role in the total education of today's students. I plead to you to make a difference. They will not be passing by our way again. The grassroots teacher is the bottom line facilitator of these things that I have proposed, and these unique opportunities in physical education are the responsibility of the classroom teacher who needs to address them in a unique way, so that it will have an impact on the total life of young people. Yes, physical education is important to the total development of young people in these ways. Thank you.

George Graham's
Introduction of Tom Slaughter

Thank you Bob. Our next speaker is a physical education specialist at Sandy Springs Middle School in Fulton County. His experience includes 17 years at secondary, elementary and middle school levels. For the last five years, he has been at Sandy Springs Middle School which is a pilot project of Fulton County and also the State of Georgia. I have not had an opportunity to observe at Sandy Springs Middle School, but I was on an accredidation committee and one of the accommendations that we made was that this program was very deserving of merit. I would like to introduce to you at this time Mr. Tom Slaughter who is responsible in part or totally for that program. Tom.

Tom Slaughter on: The Unique Role of Middle School Physical Education

Thank you, probably one of the most difficult parts of this presentation is following Bob. They do such a tremendous job in Cobb County, and he is a very fortunate person to be in such a position over there. I need to explain about our program as we get into the unique role of middle school in physical education. Sandy Springs Middle School is a pilot, Title IV project of the State of Georgia and Fulton County. It has to do with alot of literature, alot of hard work, and alot of information. We have some handouts which are available on the inception and the building of the project, staff development, curriculum guides, intramural activities, and mini-courses. There are many aspects of our particular program, and we had alot of help from Gwinnett, Cobb and several other counties when we formulated our program.

I was one of the first teachers, probably the first teacher employed at our middle school. One thing about our particular unique situation is that the staff was selected or hand-picked to go into the organization of the school itself, which I think is very very important. We went through a staff development project, ten hours of work in organization and setting up the middle school to get us prepared to go into this venture. The only experience that I had with this age group was in a junior high and some elementary work, and for the past five years totally involved in the middle school.

I want to approach this from a different point of view. We had two speakers to preceed me who came from a large system and of course I come from Fulton County which is a large system too, but keep in mind that our school is right now the only middle school in the whole county so I want to look at it from a community standpoint. Our ideas and concepts in our middle school would probably work in a small community because the way we have approached it is through a community-based approach. Thus, the unique role of the middle school at Sandy Springs, as I see it is as follows.

The first thing we had to do was to look at the goals and objectives of the school before we set the goals and objectives of the physical education program. We talked about it and we sat down and looked. When we began to work on our goals and objectives in physical education, they were the same as the total school curriculum. The cognitive, the physical development, the social development, everything that the middle school was centered around could easily be accomplished in health physical education. I agreed with Dianne on all because we saw these as middle school characteristics. So we had to set our objectives in an intellectual fashion. Of course physical education is primarily physical and a good place for social development.

As far as the community is concerned, the middle school itself is an integral part of the community in which the school sets. I noticed something happen in the transition during the five years I have been there. The four team teachers on our staff are community oriented, for an example, one of the two girls grew up just north, the other just south, the other man lives just up the street and I have been in this community for quite awhile. We all take part in some community-activies sometimes out of necessity, a summer job at the local swimming pool. We are around the student; therefore, in many instances we are able to acquire resource people, facilities, all kinds of things we need for our program by being involved in the community and its agencies.

Sandy Spring middle school is almost used full time. The gymnasium is always being used by somebody until eleven o'clock at night. I was asked recently if the gym could be open on Sunday. We are trying not to use it on Sunday, but I suggested he go through the channels or perhaps it could be used.

In the same sense we have used some of the recreational people in the county to come over and work with us in some of our programs. Being a small community in the Atlanta area, there are many community resources around. In our school we have a file in the media center of individuals who are willing to come out and give demonstrations and talks. Our faculty has two volleyball teams that play coed volleyball in the community. The students read this in the newspaper and they know their teachers are active. We have in our after school program, teachers-students games in coed volleyball where there is an inter-relating between students and teachers.

The facilities are an aspect to look at. We are fortunate in that we probably have the best facilities in the state. It is a pleasure to go to work. We had to even give away some things we had so much we could not use it all. Some people will say that is a unique situation. It is of itself, but then there are other facilities we have had to develop. The recreation department had a building next door and had all this outdoor education apparatus. They folded up and went into special education and now we utilize their dance room and game room for recreational sports while they come over and use ours. There are alot of facilities around and probably you can find that you can work together with various agencies in the community to develop your program.

Students should be big in the middle school. In planning, we ask the students about their ideas and concepts--What we do from long to little, what they would like to have in intramurals, as example. If you listen to them you will have a more successful program.

Parent involvement is important. We used parents recently in our Alcohol, Drug and Tobacco Unit in health classes. Also we have had Alcoholics Anonomous, and student groups to come out. LINK and other agencies are available and are willing to come out to speak.

Teacher involvement is very important in a successful middle school physical education program. We have about 160 students playing basketball currently. Every afternoon we fill the gymnasium. It has become such a big thing with us and so much involvement that we had to recruit teachers to assist us. Sixteen to twenty teachers stay after school one day a week to work a team. I mentioned the volleyball team earlier. Teacher involvement includes music teacher, special education teacher and an English teacher, we even have a Latin teacher on our team, men and women, working together. I think that is very important to have the parents, students, of course you have teachers, and the community involved together. The middle school should be student centered but there are other resources available to inhance your program.

We want to offer as many learning experiences as possible during the transescent years. I would be repeating alot of what Bob said in what we are trying to do with these inbetween children and young adults to see they experience as much as possible before they get to the high school years. There they have a choice to make in deciding which way they want to go. We are attempting to offer as many experiences as possible.

We are trying to give each student an awareness of self, and help each student experience success through personal achievement which is a goal of the school as well as physical education. We want to center our program on the students and in turn act as guides and teach.

We have a great degree of other teacher involvement in alot of interdisiplinary work, teaming together, crossing over into other areas so that we become resources within the system itself. Several years ago, physical education, art, music and all the other departments began putting on an annual talent show. We all get to know each other better and the students know we have a cohesive group.

In the middle school we need to create an environment for peer acceptance which is very important at this age. It is important to them as to what their friends think about them and how they are accepted. Physical education is a good opportunity for us to help accomplish this.

Our program needs to be adopted to its purpose, to be willing to change to meet the needs of the students. In the five years we have changed every year. Students at this age are changing rapidly in many different areas. If you keep this in mind, the program that you set up or have going will have to change to meet the needs of these students. Thank you.

George Graham's Introduction of Beth Collins

Thank you Tom. Beth Collins, our next speaker is a physical education specialist at Comer Elementary School. Prior to that she taught for six years at South Madison Middle School in Comer. Her undergraduate and master's degrees are from the University of Georgia. She represents alot of hard working teachers who have a lot to offer, but who are reluctant to get up here because they are not certain. She represents the good things, the caring and concern that is going on that we do not often hear about. So I'm delighted she is here today. Beth.

Beth Collins on: The Unique Role of Middle School Physical Education

My first six years were at South Madison Middle School in Madison County, Georgia. Although I spent six years there I do not feel like I am an expert to tell you what you should do with your particular middle schools or what specific games, dance, or gymnastics to plan for your program. After spending the last two years at Comer Elementary which is in the same county, I find my ideas for all physical

education have changed. If I were going back to a middle school it would be alot different. So I want to give you my ideas if I were going back to a middle school program after having taught elementary children.

My first year at South Madison I really wanted to plan and give the students all the experiences we could, but the way we did it was to take alot of predominantly team sports and we added in some square dance and tumbling, dividing the schedule into weeks of the year. We thought we were ready for the year's lessons.

It looked good on paper but when it god down to day by day lessons, it became a real struggle to get through the day. I had all my lesson plans and textbooks from the University which told you how to line up, to do drills in soccer, how long to do the drills and then to play the game. That was what the children wanted to do--play a real game. We found however, when it was time to play the games, we had alot of battles regarding whose fault it was that the game was lost. When we were doing some of the drills, some of the children were bored because they had played recreation to a greater degree after school. Some of them could not do the drills. In other words, we were asking the students to do the same things at the same time. If any of you have worked with elementary children, you do not do that or you don't try it for very long. So now I would apply that idea-not having all children work for the same thing at the same time-to middle school.

Some of the ideas and questions I am bringing to you have come from Dr. Graham in his ideas on reflective teaching. They have become very important to me and would be things upon which I would base my middle school planning. First of all I would bok at the kinds of students I was going to be teaching at a particular middle school. The first year I was going to Comer Elementary, I was scared to death because I did not know what kindergardeners or first graders could do and I asked Dr. Graham what will the second graders be able to do and the third graders, and he said, "I can't tell you that because I don't know your students." I did not like that idea at the time, but now I know there is alot of truth in that. You have to think about the particular children you are working with; what they like to do, what they do after school and at home, did they have an elementary school physical education program, those kinds of questions. You also have to ask yourself about your own background, as a teacher. I spent six years in a middle school physical education program which I liked alot, but I find that I am really happiest with elementary children. Maybe that makes a difference too, in just knowing how you relate to kids in different age groups and that kind of thing.

A real practical question that I thought about alot in the last two years and one that I did not give enough though to when I was teaching middle school, was simply this: when the children come to a physical education class, how much chance do they have to actually move? When I think back to my middle school teaching, it seems like we spent alot of time, too much time, dressing out, calling roll, lining up, and moving equipment, explaining things, explaining it over again, and I wonder how much time we really spent moving. Of course this is a concern that you hear alot from people who work with elementary children, but I think that it is just as valid for middle school or high school students. If we are going to be working on developing skills, then we need to spend more time moving instead of getting ready to move. We have had lessons where the students have come to the gymnasium and gone to work immediately. We had the gym already set up with equipment so that we did not have to spend time doing all that sort of thing. We also used posters explaining instructions. I would want in a middle school program to spend as much time as I could on movement and working on skills that the students are interested in instead of it being so teacher-directed with teacher always saying, "line up, we are going to do this drill now" and that kind of thing.

I am not saying that most middle school programs are like this, but I think when I started teaching eight years ago middle school programs were still pretty much geared after high school programs, and maybe even college programs. I wonder if we can foster alittle bit more independent decision making in our middle schoolers. Many times physical education classes, just for the sake of getting things done, are very teacher-oriented and teacher-structured. The teacher decides when to play a game, what rules, how many weeks, and when you think about it sometimes the students do not make any coices at all. If we want the students to think about decision making, we need to give them some definite choices. To make it easier to talk about letting them make decisions, maybe we as teachers have to give them some decisions to make. Just give them some time to work on two or three activities. It does not have to be a whole class time. Sometimes for a reward let the students choose what they work on possibly keep a record of what they are doing. That way they get to explore some of their own interests and they are responsible for the way the use their time. Some people have trouble with that idea because they like for instructions to come from the teacher, but it has been mentioned alot this morning. When we get to be adults, nobody makes our decisions for us. Of course alot of us choose to sit around and do nothing. Maybe by giving students the opportunity to make choices we can encourage alittle more activity when they are adults.

One thing that really concerns me is how much middle schoolers get to work at their own skill levels, with elementary school children, we think about that alot. For instance, we have a little boy in kindergarden who can dribble a regulation-size basketball under his leg and around his back. Then we have other children who can not bounce it two times in a row, and if you want to know the truth, they do not care much about it. But with middle schoolers it seems sometimes we get them running through the same kind of things and we do not give them opportunities to work on their own level. In a softball game when I was in the middle school, we had gone through the kinds of lesson plans that student teachers used to develop: where we lined up in two lines and threw the ball for a few days, batted, pitched, ran the bases, and then we were ready to play a game. I remember a little girl in the outfield when the ball was coming to her real fast, she stopped it. She did not catch it, but she stopped it with her body. Then when she picked it up to throw it with all the kids screaming and the runners moving, she just threw it straight up in the air. So what I am saying is maybe Donna, that particular little girl, was not ready to play in the softball game. Yet, that was what we were having her do. Therefore, we need to think about providing different kinds of activities going on in one class period or in one space for middle schoolers, as well as elementary children.

I would like to think that if I were back in middle school now, that I could offer students more than just the traditional sports and folk dance. It is really easy to plan middle school physical education by sports instead of what you do in those sports. Many middle schoolers as well as elementary children have not mastered sports and are not ready to play in competitive games. For the students who are, you need to provide an opportunity for them to play in those games, but for the ones who are not so skilled, we need to give them a chance to work on these skills; maybe playing a game where you do not keep score or where the rules are alittle different. I admit that it is difficult as a teacher to plan for all of those kinds of things to be going on at once, while you monitor what is going on. It is alot easier to have everybody do the same things at the same time, but if we have more things going on we can have more learning.

The areas of games, dancing and gymnastics, which is usually how we talk about elementary school physical education, if you watch students in these areas, elementary or middle school, they like to make up their own games and make their own rules. I wonder even at the middle school level if we can not give them a little more opportunity to have some input into the games they play, instead of always being teacher-directed.

The area of dance is where most physical educators feel a little threatend and do not want to embark on it. You may know its good to get a little square dancing in, but they certainly do not want to start in on creative dancing. And I can even see middle school boys enjoying something like making up a karate fight, some kind of combative thing, and doing it in slow motion and putting it to some kind of music they enjoy. This is a way to give children a chance to create something for themselves. Yet you have not called it creative dance and scared them to death, and you have not felt so threatend about it yourself.

In gymnastics, I never thought for a minute that we were training any of our middle schoolers to go and compete in the olympics, but as I think about it, the standards that we used to judge them by were pretty much that kind of thing. Are your toes pointed? When you do a cartwheel, are your legs straight? Some students just do not do that. I think we really need to consider the grades which we give in middle school. If the child is giving you his best and he has learned that motion of going over upside down, maybe he needs encouragement from that instead of a C for something because his legs were not straight.

I have talked alot about offering more to students who are not so highly skilled but there is a need to challenge children whose abilities are at a high level, and you have alot of those in middle school. Something that is a lot of fun: you have alot of elementary students too that can jump rope very well and they can walk a balance beam, you might combine activities like that. Jumping rope on a balance beam would be something to challenge even the most talented children.

We need to think about the outcomes of activities that we are using. I know we plan for increased cardio-vascular fitness or flexibility or that kind of thing, and there has been some discussion about this during the morning session. What kinds of situations are we putting kids into? I have seen alot of middle school basketball games with referees where it all ends up in a big blow up, even with the referee getting mad and making everybody sit down. Maybe physically we are ready to play that basketball game, but we are not quite prepared for it emotionally. Perhaps we need to think about taking away some of the competition in middle school for some of the students who are not ready for it.

I would like to think that if I were going back to middle school, I could get away from regulation games and regulation size fields. If you have alot of things going on in one gymnasium, you maybe give up some of the space and have smaller teams, and that kind of thing. Then you can have a little more learning.

The last thing which is something that we all think about--are our children really learning in our physical education classes? Are they having fun when they do learn? It makes me cringe to think about some of the drills we did because I do not think anybody had very much fun doing it. The result was that we probably did not learn very much. We need to do thing that stu students can do--not too easy, not too hard--things that they can do and want to keep working at. This takes alot of effort on our part as teachers to play for all that wide range of ability, needs and skills that you have in one physical education class.

We all want to help children learn to move more skillfully; move better than they did before, hopefully as a result of our classes; to move more easily; to have confidence when they move; to enjoy it, not to consider it a chore to have to go to physical education but something they would look forward to; and something that they might not be getting, just playing in a recreational league. In physical education we can offer them a chance to understand about their bodies and how they move, and later when they are learning to play some brand new games, they can analyze their skills for themselves a little better.

My main idea is to say that if we are going to offer middle schoolers, or any level, as much as I think that we can in physical education, we need to really look at the children who we are teaching, their needs, their interests, and all that wide range of ability. Then we need to use every resource at our command to help them move better, and hopefully, to try to get them to have some love for doing it.

WHAT IS THE UNIQUE ROLE OF SPECIFIC MIDDLE SCHOOL PHYSICAL EDUCATION AREAS?

AFTERNOON

Introduction of Mike Tenoschok by:
George Graham

This morning we focussed on the middle school program in general, " the unique characteristics of the middle school program" and now we begin to focus upon the middle school physical education program, this afternoon. The first session is focusing upon actual program uniqueness in middle school physical education, and the second session this afternoon will be a question-answer session. The question that you have been wanting to ask, which you have been so patient in holding back, as well as an opportunity for dialogue with other conference members.

The first session this afternoon will be on games and sports and their unique contribution to the middle school physical education. Mr. Michael Tenoschok, who is a physical education teacher at Pine Mountain Middle School in Cobb County will be our first speaker. Mike is womewhat unique in that his total public school experience has been in middle school physical education. He put Dodgen Middle School on the map in physical education. His undergraduate and masters degrees are from Temple University, and a sixth year degree from the University of Georgia. Relatively young in his career, he is a prolific writer with over twelve publications; he is currently the assistant editor of the GAHPER journal and he is very very dedicated to physical education and children. It is my pleasure to introduce Mike Tenoschok.

Games/Sports - Mike Tenoschok

This morning quite a few of the characteristics of the middle school style have been presented so I will not spend any time on that now. But briefly I would like to go over some of the needs of the middle school students and how we can fill those needs through middle school physical education. These students have basically five needs, and there are others which could be classified under these categories. They have a need for status, independence, achievement, role-exploration, and also a need for positive self-regard. The way that we can help fulfill these needs is by offering as many experiences as possible. If we had to describe a middle school curriculum, I would say that the best term to describe it would be as an "activity smorgasboard." To try to get as many activities in as possible so that even though these kids are not able to do some of the sports and activities that you are presenting to them at the moment,at least they will have the basic understanding. As they get older and become physically able and their emotional development occurs, then they will be able to at least have the background that will allow them to say, "Hey, I know what that is about, I had exposure to it." Then if they are really interested, they have this wide background, and they can go in for further depth as they get older.

As mentioned this morning by Bob Moore, this is essentially the last chance that we have to create a positive influence on these students because many high schools have dropped the physical education requirement. If we do not make a positive influence now, by the time they get to high school, their minds are pretty well made up and it is really tough to make any changes in it.

What should we do in physical education? We should try to provide for individualized interest. We should try to gear our activities so everybody gains some success throughout the year. They might not be completely successful in these activities, but we need to try to present as many activities as we can so that somewhere along the line they can find some activity in which they are really good. Then they will have their day, and it will be worth it.

Students should be exposed to activities that they can use later on in life, lifetime activities, such as archery. Activities where they have to do some decision making. Things that they will be able to carry on through life. They should also feel good about their participation and what they are doing in physical education. As I mentioned before, we should give them the basics so they will understand a wide range of activities even though they may not be physically proficient at that time in them. I think if a broad program of activities is presented to them, the needs of experimentation and their need for demonstrating what they can do will be fulfilled

In order to present middle school games and sports you do not really have to come up with totally different kinds of activities even though the curiosity of the learner and a little bit of ingenuity on the part of the instructor are really compatible; you have to try to adjust your program to the learner, and that will help your program go more smoothly and be more enjoyable for you and the students.

First of all I would like to give you some basic guidelines on how to present some of your activities, these things work for me and for some of the people with whom I work. These students are wondering: where am I going, and why am I growing this way? There are alot of questions and they do not know exactly what or where they fit into society with all of these changes going on. So it is important that you tell the students: this is what, or, this is why we are doing this activity, this is what I want you to look for, this is the reason that we are doing this. Your activities will go alot more smoother, if you explain in the beginning the reason why, and also if at the end, you call your students in and say here is what I saw here today. Many students do not realize these things while the activity is going on, so you need to point these out and say, "that was really good, you stepped on a line and told the other team." They do not realize that you see all that you see. It really help your program and helps them gain a sense of responsibility, and they come to expect you to explain why and then at the end to explain what happened, what were the good things, and how the not so good can be improved upon.

In many of the activities as I mentioned, they are always asking why. When you come to gymnastics, I am not trying to go into other areas, but this is a really good example. You have some of your heavier students say, "why do I have to do forward rolls, you know I am no good at this kind of stuff. Why do I have to do it?' If you could explain to your students that if the only thing which you get out of a gymnastics unit is the knowledge to be able to save yourself from some injury when you fall off your bicycle, that unit is worth it. Along with the tumbling, you have other, different areas that I will get into in a minute. Dance is another area where there are some problems especially with the boys. If you can explain to them that many sports and dance have alot of patterned steps, movements that are similar, like the schottische step in the Rochester Schottische. How different is that from playing quarter back and dropping back to throw a pass, or going in for a lay-up? They are all patterned movements, and you have to explain to them the carry-over from one type of movement to another. Now you might wonder why would I ever show a picture like this (on a slide) to my class? I never brought this picture out until I became an adult and it is because when I was a kid, I was in their situation and you have to not only make your activities relatable, but you must also make yourself relatable. For instance, some students might think that when you were born you were 28 years old. You have to let them know that you grew

up and let them know what is going on, to show that you have gone through some of the same things that they are going through right now. By doing that you are gaining their confidence, and it helps you when your telling them, "Hey, this is going to work for you. You are going to get stronger. You are not going to be this way for the rest of your lives." It really helps for them to look into the future because these students are so preoccupied with today--"Body do I look ugly," or "I'm heavy and I'm gonna be this way for the rest of my life." "No, if you work a little bit and with natural growth, you are going to outgrow this and things are going to be alright. You just have to stick with it." You really have to help them out and help them see that these changes are gonna come. Another practical example to make things relatable, we have the steps in school. If you tell a student to go run up those steps in school, you know we are doing a fitness unit and you know this is really good for you; you are up for a hard time. What we have done is we have rotated the student through the various componenets of fitness. The steps are at least as steep as they look in the slide and we have used techniques such as, "hey, did you ever see the movie Rocky? Did you ever see Rocky run up the steps of the art museum?" You take those students out there, and they are running up, they are jumping around, and you make fitness fun. You can make a game almost out of anything if you approach it right and if you get them to see what the thing is doing for them and how it relates to everyday life.

Jogging is another area where it might be tough to get students started. We started when I was at Dodgen Middle School a Jogging Around the World program. We have ten students jog and then bring notes then we would plot the progress of the entire jogging club along a map and every week put up a fact sheet about the area that coincided with the lines of the map. This was an individualized type of activity where the students could go home, jog, and bring their notes in as long as they were signed by their parents. We also keep individual charts for students so they can see where they were in relation to other students in the jogging club. Then we finished things off with a culminating activity; we had a road race in the spring, where we had quite a few participants; there were close to seventy the first time and we did not make a real big deal about winning and losing, just as long as everybody took part and everybody had a good time.

Gymnastics as I mentioned you want to try to have activities where success can be obtained for everybody. Now tumbling you might be able to for some students, but others might have problems. What you can do is to have them do individual balancing type activities or you can have them do stunts where they take part in a group...something that is not threatening. We also have the various pieces of apparatus for the students and we let them specialize. If they want to spend their last week of gymnastics on the parallel bars, that is fine. Everybody goes through a little bit of tumbling to get the basics, but then we offer them the option that they can progress on to the various pieces of apparatus just as a specialization part of the unit.

Then you have some students who are a little bit heavy and the apparatus is not for them. What we did was to have some balancing activities where some of the heavier kids could be part of the group and still be part of the pyramids, even though it might not be on top. They still felt good about what was going on. It is difficult to see but we also had a ftiness component in with the gymnastics. Where we had balancing type activities and some strength activities, the students kept a chart. Everyday they would come in and they would try to beat what they did the day before. This way they were developing their strength, and they were also in gymnastics related activities.

In wrestling, you can take them through the basic moves; showing them in slow motion so each student has a chance to experience success. After he/she knows what the move is like by going through them in slow motion, gradually you can speed it up so that those who are a little bit more competitive and those who are a little bit more familiar with the activity can have the chance to show what they can do. Then of course video tape activities when you can get it.

There is more than one way to skip rope. You can have partners skipping together, using one rope or two ropes, or you can have students try to work out different kinds of routines.

What about rules in activities? I have never been a slave to rules and if something does not work using a particular rule, we put our own type of rule in. With soccer since the units which we offer are short, we concentrate on the skills and we try to eliminate as many distractions as possible. We do not play by out-of-bound rules because we try to get the students to get in there with the skills, rather than stop the game everytime someone goes out-of-bounds. Many students are new to the sport and it would be a stream of constant interruptions this way.

If it happens to rain we take the students inside to play crab soccer. It is an excellent activity for teaching students how to use the proper part of the foot because it is hard to toe a ball from this position. Indoor soccer, is another excellent activity for developing skills because you are playing on the hard gym surface. It teaches the student to develop his quickness, agility, and coordination. You play it off the walls, and there is really no out-of-bounds unless someone happens to kick it up against the ceiling.

Student-faculty games also help to generate interest. If you are fortunate enough to have some professional people to come out, such as Adrian Wilson, of the Chiefs. The Chiefs were good enough to have representatives come out for an afternoon to demonstrate some skills to our students.

As I said, rules do not really mean a whole lot. We play a game called Football-Basketball, using it as a rainy day activity. It aids in developing throwing and jumping skills as well as team-work because we would play it with one half of the team on the floor and you have to pass it out to the sidelines to be able to get the ball up the court.

We developed stickball and put it in place of our softball unit. Rather than having somebody pitch to each individual batter, you have the student toss his own tennis ball up and if he doesn't like the pitch, he does not swing at it. After three swings you are out, same as in regular softball, but you know that you are pitching to yourself so you are having the best possible pitcher that you can get. Also, you do not have to be afraid of being hurt with the ball. It is an inexpensive activity, if somebody would happen to hit it too hard, it is not going to go very far because the ball just does not roll that well on the dirt.

For intramurals, you can have really different types of activities. The Scotish Highlander Games are held over at Stone Mountain, Georgia. We show the students some slides of the Games and let them know that there are different kinds of activities from different cultures; you can integrate some classroom activities with culture resources in with the physical education. To do the cabertoss in intramurals we got a pine tree and trimmed it down. We used the same rules with some modifications. Unlike the regular highlander games, we made these coed so the grils would have a chance. For sheet toss, we got a bag and filled it with some old t-shirts and had them throw it across the rope strung up between the volleyball poles.

When you come to schedule your team sports, you could try to put in as many multi-skill activities as possible, such as team handball, or speedball. We played team handball outside last year. It is a game where you dribble, run, throw, and jump, to try to block. A number of different types of skills are involved in this activity. If you are trying to follow the middle school concept and expose the students to as many activities as possible, the units are short. This way you can get around and get as many skills in one activity that might take your three or four activities if you were trying to do them separately.

What you should try to tell the students is that you do your best; the winning isn't the important part. Just as long as you try your best, and you should try to do better than you did last year. That is all that we can ask. And really, in middle school, I believe that the student should be his/her own yardstick. He is a measure by/as long as he/she is trying their best. As I said before, that is all you can ask for.

INTRODUCTION OF MARY WOMACK
BY George Graham

Thank you Mike. The next speaker, you have met earlier today, Mary Womack who is the physical education coordinator for Atlanta public schools. She is going to be sharing with us some of her thoughts about rhythm and dance for middle school students. Mary.

Rhythms/Dance - Mary Womack

These thoughts grew out of about six years of teaching upper-elementary because I was before the middle school days. I had taught high school for a number of years and came to Atlanta and started teaching elementary school. Immediately I had to start seeing what was appropriate for this child instead of what I had been doing with the older students. Each year I had to adjust to my own thinking, as I grew in my job, in grades Kindergarden through seventh.

I found rhythms was very helpful in the upper grade level not just as dances but in many ways and I would like to share these with you. What would we hope to be the outcome of a good physical education experience for a middle school student? When this is determined then we can look at rhythms and the program and determine the contributions in this area that physical education can make. The method of the activity that is presented to the students will also influence the role of rhythms and the learning experiences of the students. This is very important, I think, that this age student have music. Music turns them on...you just watch and see what happens when it comes on.

But how we use it makes a difference in what contribution it can make in the class of our physical education program. I would like to propose the following outcomes of physical education instruction as desirable and will speak briefly on how rhythms can make a contribution to each. These outcomes are to develop skill movement, develop and maintain fitness, develop a sense of community, and to promote positive mental health.

First skill development; under this we will say that skilled movements give students options when needs arise. The changing body of the middle school child magnifies the need for continuous skill development. Developing cognitive skills create new possibilities for movement. Refined and varied skills are needed to meet these requirements. Social development is constantly changing, and motor skills are needed to meeting this change.

How can rhythms contribute to the development of motor skills? New movements are usually awkward and are performed in an uneven spastic rhythm. Smooth flow from one movement to the next can be encouraged by the use of the drum beat or by music. This background sound will structure the movement into a time constraint, and thus flow can be encouraged. The gymnast works on a floor routine using music as a background upon which the stunts and activities are executed. This same technique can be used to help students to learn smooth change of direction, for example the defense player in basketball. The side steps to the left and to the right demand agility and flow. Music could provide a background that would structure these movements into time and space. Music or rhythm can mandate the speed with which a movement is executed. In some activities, skill performed in a short time frame is desirable. The students can quickly move across the basketball court dribbling the ball in a zig-zag pattern and are likely to reach the goal area and make a score. All the above skills can be coordinated and executed slowly but the defense remains intact and no score is likely. Music or rhythms can be used to practice skills at different speeds. Movement is patterned again into time constraints provided by the music.

Manipulative skills are learned only during hands-on experience. Manipulative skills during the rhythms usually places the equipment, the balls, the sticks, and ropes, in each student's hands. This provides many more opportunities to perform a movement than when skills are performed in relays or team games where keep-a-way is the object of the game, or waiting in line for turns provides a means of organization.

Skilled movements learned in traditional folk dances have carry over value to other purposes. Some examples are the Polka which involves changing directions and a coordinated hop-step-close-step or Greensleeves which requires flexibility and coordination, and cooperation among the group. The creative movement, ballet, modern dance, each require skilled movement. The quality of the dance experience in any one of these three areas depends on the skill the students have. If we can help them have skills, their dance experience is richer when it comes to a creative experience. To balance, roll, leap, twirl, and the list goes on to include all movement possibilities, are called upon to express an idea. This expression becomes the dance.

To develop and maintain fitness is important at any age in life and how can rhythms contribute to this goal at the middle school level? The growing body of the middle school student will benefit from a balanced program of activity and relaxation. Pacing of activities becomes important to the student whose body has stress due to growth spurts. Rhythms can be used to assure this. Aerobic activities can be planned to provide fitness experiences. Strength, flexibility, and agility can each be products of an exercise routine paced to music and presented at a speed to develop cardio-respiratory fitness. Again the tempo of the rhythm can be the time frame which will determine the difficulty level of the routine. Music with long sustained notes can be used as a passive stretch background, or quick paced tempos can be used to increase the number of jumps per minute. As before we find the time element in music and rhythms being used to help us meet an objective.

Middle school children are becoming others-conscious, and I am referring now to developing a sense of community. Peer opinions become very important to them. Being part of a group is essential to their social growth. These students are really reaching beyond the constraints of adults and searching for a community of their own making. How can rhythms contribute to this sense of community? Working with others on a common task is a group producing process. Group problem-solving methods can be used during dance experiences. The need for each other and the use of many ideas is a cementing influence to relationships.

Theme-centered creative dance, intricate square dance patterns, and manipulative skills paced to music can provide a problem for a group to solve. The unity expressed in structured rhythms and dance can also be a group producing process. Exercises done in unison and folk dancing where all movements are in common call for conformity. As students experience the conformity they experience kinship. Sharing expressive moments in dance is sharing yourself with others. Communicating through movement is a non verbal language, a well accepted concept. People speak through movement each time they face each other. And to wish to share a movement in dance takes trust. The moment is planned, intentional, and expectations of communicating exist. Creative movement and modern dance can offer this opportunity. It depends a great deal on how it is presented. These children will become timid about expressing themselves or using their bodies to express themselves. But if they have grown up with it, it is one of the richest experiences I have seen when they are free and can create some kind of movement to say something to somebody else with just a movement and no verbalization. This was mentioned earlier today with the karate.

About promoting positive mental health, the middle school students are learning to experience life in a very changing body. What new size am I today, and what new feelings am I having? It is important that these students maintain a positive self-image, as this new body and new feelings become a part of their concept of themselves. Music has a way with youth, a way that draws them together as a peer group. Self-image is developed as we interact with others. Positive and accepting relationships promote the self-image of all involved. Dance and music can contribute to this interaction. Every youth group which comes along has their own music, and we should capitalize on their music as we plan our rhthym activities and use it in some of the activities. They feel more comfortable with it when they are first getting started.

Using the body as expressive tool helps to tear down the inhibitions and timidity of some students. A new size and shape of body can cause a student to withdraw. A good lesson is to use another culture, their dances, how they move, and how they dress, or how a student can think or create a rhythmical experience based on a contemporary theme. I am speaking of today's music or today's ideas, can divert the concern of the students from the self and free them to venture into rhythms. The student should come out of these experiences appreciating what they have learned and appreciating the body as a tool of learning and of living.

Middle school students are at all levels of sexuality-consciousness. Some maybe going steady, others will not even stand by the other sex, and still others have only a minute awareness that there is such an existance of an opposite sex. Dance and rhythms, when placed in physical education curriculum, can become a natural and easy means of helping students sustain interaction with the opposite sex during these changing times. This contact helps maintain healthy social growth during a changing and traumatic time of the students' lives.

In closing, I have to emphasize again that one might accomplish these outcomes be making use of rhythms and dance in middle school and that is to develop skilled movements, to develop and maintain fitness, develop a sense of community, and promote positive mental health. But the outcome is dependent on the method of presentation, and that lies squarely in the hands of the teacher. Any discussion in education must end in this realization. Teachers provide processes and through these processes children learn. We have to hand all of this back into the teacher's hands.

INTRODUCTION OF CHERYL REESE BY: GEORGE GRAHAM

Thank you Mary, you really hit on some important points. Our next speaker is in the area of gymnastics for middle school physical education. Cheryl Reese is at Trickum Middle School in Gwinett County. She has her undergraduate degree from Troy State University, her masters from the University of Alabama, and she is currently working on a degree in Educational Administration at Georgia State University. She will be working with Mr. Harry Stricklin who is currently at Parkview High School, formerly at Trickum Middle School.

GYMNASTICS: CHERYL REESE

When Dr. Jones asked Harry and I to speak on the unique role of gymnastics in middle school, we began to discuss it and we came up with three obvious reasons or factors. One is that you need qualified staff, secondly good equipment, and thirdly you need facilities and space.

However, we have found in working with our students both in middle school and high school, that the main ingredient in making a good middle school program making it unique is the fact that there is no fear in these students. They are very trusting towards you...even the heavy students as Mike was saying, who usually do not feel any success in this area. If you start them out in the sixth grade and you develop confidence in them, in this particular area, then this fear, whatever little amount of it that they might have at that particular age, usually disappears. You can not wait until you get into the high school to try to start the gymnastics program, as Coach Stricklin and I have found out.

Flexibility is another asset that middle school children seem to have and that we need to develop. This is essentially already present in them, but these are two areas or two components which we really need to expand upon during middle school years.

Coach Stricklim and I have been working together for the last four years. This year he teaches at the high school but our two buildings are connected and we share a common gym. So he and I can still work together in our gymnastics classes. We still do some team teaching in that area.

It has become apparent to both of us that the high school students who have never had gymnastics or tumbling in the middle school years or in their lower grades have this sense of fear. It is very difficult to get over this. If students had gymnastics experience, then you do not have that type of problem. Girls in particular will sign up for gynastics in high school even if they do not have a very good background in it because they are interested in it. Usually the boys will not unless they have some experience in it because it does not interest them. But the girls who do sign up, we have found that usually they are a little fearful.

When we start out with a sixth grader of course they are small so we can handle and spot them well, and they will attempt to do just about anything that we want them to do. When you get a ninth grader or tenth grade girl on a balance beam and you are trying to spot her and to get her to do things that she has never done before, it is a little more difficult. It is very hard to spot someone who is large and freightend. So we found that fear is the main factor.

We would like to try to emphasize that you need to start out with basic tumbling skills, and progress each year. I start out with just a very basic mat and tumbling skills to develop flexibility and strength for them to gain confidence in themselves, to trust me and to gain confidence in me. I have found that in each particular trick or whatever we are doing on the apparatus, if they gain confidence in themselves, then they are eager to try something different. So if they do not start out doing this in the middle school years, then by the time they get to high school, you have either lost them and they do not sign up for gymnastics or they are not interested in it. If you can give them a good background in the middle school, then they are not afraid of it, and they do know what they are doing, and they do get some confidence. Even the ones who are heavy or who are not real coordinated begin to feel like they can do forward rolls.

To me, a forward roll is the most basic thing to learn in tumbling because if you do not know how to roll out of a stunt then often that is when you get hurt. So, I teach them a forward roll at the beginning. If I can get some of my heavier people to learn how to do a roll, that builds a little confidence so they will go on.

We brought some slides today just to give you an idea of what our program is like. I hope that you will be able to see some of the fear on some of the high school students' faces. For the middle school students, to begin with, we do flexibility and strength building exercises of course. Even the boys at this particular age when they first start out I have them do hurdle stretching. They are all dying and screaming but after awhile they can touch their forehead on their knee. They really feel like they have accomplished something when they do this. We really put alot of emphasis on doing push-ups because we found on the physical fitness tests that arm strength seems to be a weak area. They also need to have arm strength for gymnastics.

This is one of the seventh graders and he is more flexible. We start out on the mat which is very basic tumbling skills. After they get a little confidence in being able to do these kinds of things, then we start into the more difficult tumbling tricks with spotters. We teach our students to spot for each other and to help us spot. Even our sixth graders, are eager to spot and to help out each other.

After we have gone over tumbling skills then we go to the pieces of apparatus and of course we start out with the ruetter board and how to use it properly. We move on to the side horse. Middle school kids really love this piece of equipment they think they can accomplish alot on it. Boys especially are very eager to work out on it. Girls seem to like the beam the best; they are not afraid of it. If I get new eigth grade students who have had no gymnastics experience, they tend to be a little timid about it until we work on the floor and make sure they can do the trick on the floor before we get on the beam. They gradually get over it.

The boy who is helping Coach Stricklin is a product of our gymnastics program. We started him in the sixth grade and he is a senior at Parkview. As an aid, he helps us to teach the students to spot and also works as a demonstrator.

We let the girls work out on the rings, they are fascinated by the rings. They want to get up and at least try to do somethings, so we do some elementary type mounts, dismounts. It also helps to build up their arm strength for them.

Next we move on to the uneven parallel bars. This is usually the last piece of equipment that we use. We teach very basic mounts, dismounts, and moves to all grades. We start out with sixth grade, with the most elementary skills and each year we try to teach them a little more advanced. The next part of the program Coach Stricklin is going to discuss how we use the high school aids in our program.

Like Cheryl said we emphasize the freedom of fear and the obtaining of the maximum flexibility in all of our students. In some cases, we have to work on strength because of body structure. Strength will naturally come while working with flexibility in the very beginning with the basic skills that you will teach your students. The natural movement and speed of the body will sort of naturalize the maximum use of the strength that you need.

The reason that I am going over this background is because I want to point out some of the things that we do in the high school using those students with the middle school. Alot of times when we get high school students we will find out that they are really not using basic gymnastic fundamental skills. They are more or less muscle-throughing the trick or the moves that they have to do and they are not using flexibility and other basic skills. Alot of times we can detect this because a student can only go so far and they can not go any further and you say,"I wonder why?" Why can't the student do any better than just doing a sequence of a round off and a back handspring? Then we teach them the backward flip to end up in that particular move; they can not do it. We find that they can do a round-off and they can do a back handspring.- Usually if they are squatting instead of sitting back, we know that they have an ability to jump. They use their strength to move their body, move it in the air, but they are not using any fundamental skills that they have learned in the elementary or middle school. Strength can only take you so far in gymnastics. To let a student continue with strength only, would just be defeating the whole purpose of a gymnastics program. To give an example of strength and flexibility or leverage being able to move the body in space: we all have given the President's Physical Fitness test;with the boys and girls in the flexed arm hang. The boys on the pull-ups always want to put the palm towards the face instead of the knuckles or the palm away. With doing a chin, most boys can do any amount of chins, but if they do a pull-up they can only do so much. This is almost the same way because the chin is a sort of flexibility move, in that it is using the leverage or using the ability to move the body in space. The pull-up is just sheer strength although that is what we measure in the President's Physical Ftiness Test.

I started in high school to begin with, and went for twenty years before I switched systems. That was where I met Cheryl and began work with the middle school. In high school I taught gymnastics and I always wondered why a student could not go any farther than he/she was going. I had my theory but I did not know until I started gymnastics and tumbling at the middle school level that there was something different about those students. They absolutely had freedom from fear, and they were able to do anything. If I told them to jump off of the end of the table into my arms, they would do it. However, high school, this was altogether a different story and I think the reason that we have had alot of success in the middle school beacause of two factors: the presence of fear, and the absence of flexibility in high school. We are right next door to one another, where the middle school kids can actually see the high school students doing these and likewise the high school kids can see the middle school students where they are just completely absent of fear.

We have a unique situation there in our complex; we have an elementary school, a middle school, and a high school and a vocational school. We have around five thousand students that are on campus, and sometimes there are more when we are in double session. Due to extended sessions in high school, there are two-thousand-three-hundred students there, and a little over one thousand in the middle school. Currently we are sharing the gymnasium which is a large seating capacity of about two thousand, but they are building another gymnasium for the middle school.

We use these high school student whom we have had since the sixth grade in the capacity of aids. Those slides are examples of how we use high school students as aides for the middle school students.

One thing that we are really sold on is that you have to get the students when they do not have any fear. Also when they can become very flexible, you can almost ask them to do anything and they will do it for you. Thank You.

INTRODUCTION OF KATHY GILLAND BY GEORGE GRAHAM

Thank you very much for the interesting slides. The next part of the session is by Kathy Ann Gilland who is going to be speaking on fitness and motor development. Kathy is at Sandy Springs Middle School in Fulton County, and this is her third year at Sandy Springs. She is a graduate of Tift College, and we are keeping our fingers crossed that in July she will finish her masters at the University of Georgia. I was in a class with Kathy last spring, and I want to share with you that she like many of us is struggling with the important questions that real-world teachers ask.

FITNESS/MOTOR DEVELOPMENT : KATHY GILLAND

The topic I would like to talk with you about is "What is the Unique Role of Fitness and Motor Development in the Middle Grade Child." In order for you to understand our ideas at Sandy Springs Middle School I would like to explain about our program. Tom Sluaghter talked this morning and told you about our equipment. We are in a team teaching situation. There are four teachers, two male and two female, therefore, we end up having every student in our school sometime or another during the year.

It is a unique situation, we are the only middle school in Fulton County, therefore our program is our own. We try to develop it to meet the needs of the specific child. I will not discuss the importance of the needs of the middle school child because I am sure you know since you have worked with them. There is a great difference between a sixth grader and an eighth grader...It is a world of difference and in order to teach them certain things you have to teach it entirely different to each group.

Thus, our curriculum in physical education at Sandy Springs is based on three assumptions in that area. First of all, we believe that the students need to develop a basic movement technique before they can enjoy participating in activities or sports and games. Also we believe that the student needs to be exposed to team sports and team games in order to learn the importance of effective team membership. Lastly, we believe that the student should have the opportunity to experience as many different activities as possible. We feel that if we expose them to a variety of sports and games then they will make the right decisions about their leisure activities. That is why we have developed a three year program based on these major assumptions.

We have taken each grade level and looked at their needs. We have given each a theme. For our sixth graders we have taken the theme "How Do I?" this is where we work on the basic movement, movement education. We try to give them an overall ideal of what they can do and how that they can know their body better.

In seventh grade, we get into the theme of "How Do We?" Here we deal not with the individual as we did in the sixth grade but as team membership. It is hard for a seventh grader to realize that there is someone else to work with. They are still in that area of their life where they are centered on themselves. Also in seventh grade we try to teach that they are a team member and that they have to work with other people.

With the eighth graders we get into the theme of "How Do I Choose?" During this year we try to give them the choice of what they would like to do in their leisure activities or on their own. We have alot of things offered to them and by the eighth grade they have a good idea of what they want to do with their physical activities.

With this in mind, I would like to discuss how we feel that physical fitness and motor development fits in to each grade and how we deal with these differently with each grade. First of all, our fitness, we incorporate this all throughout the year. We have a main fitness program in the spring and if you were to walk into our school and ask the students what they enjoy the most, about seventy-five percent would say our fitness program in the spring. I was surprised that they would enjoy this because we have an aerobic program for them, and I thought when I was their age, and the teacher had made me run around the track, I am afraid I would have hated physical education. But the students themselves have motivated the program. We emphasize the fitness unit. Before we teach our fitness unit we try to explain things to them about their body. We give them handouts and we show filmstrips. We help them to understand about their pulse and heart rate and we let them practice with these before we start on the fitness unit. We have them run around the track and then lay down on the track and they then take their own pulse rate. We blow the whistle after two minutes and they take their heart rate again. They get an idea of how they function. At the end of the year they come up and say "you know my heart rate has gotten a little slower," and they go home and tell their parents this. It becomes something that they are motivated to do. With the running program, before we start the unit, we give them a test to see how much or how far they can run within a twenty minute period. Then for the eighth graders we give them twenty days to run forty miles.

It is something that they keep forever. I have already had students ask me this winter when are we going to start our running program. The parents get involved in this also. It is a way of teaching the students that fitness is a part of their lives. After the running program, the aerobic program, we do physical fitness testing. I feel this is an opportune time to give that because they are in such good shape. After doing this running they usually score higher on the testing, but that is our way of motivating the students.

With the motor development, you can not say that you teach motor development we do only certain things. We have componenets that we work with throughout the year and these deal with motor strength, muscular endurance, cardio-respiratory endurance, agility, power, and speed. We incorporate these in all of our units.

Motor strength can be incorporated as an angle in our sixth grade track and field and in rope climbing. As you know sixth graders' upper body strength is very weak. They usually score lower in this fitness test than on anything else, so we try to work all through the year building their muscular strength with such things as bench press. We take the girls into the training room and teach them

how to work the weight machine and they love it. They learn that they too can develop strength especially for gymnastics. Muscular endurance deals with things like bent leg sit ups. We have a board in our gym which displays the records that students have set. We will give them two minutes just like everybody else. You see how many sit-ups you can do in two minutes. We have records set. We have one girl that can do fifty-nine situps; that is alot in a two minute period.

Another subject is flexibility. Your sixth grader, usually has alot of trouble with flexibility; they can hardly bend. Currently, we are involved in a gymnastics unit, and we have taken a whole week just to work on flexibility. They will come in the next day and can hardly walk but they are not getting to where they are more flexible and we have less injuries. So this is an important angle for the middle school grade child, to work with her/her flexibility. The agility is also a component which is difficult for this age child. But we try to work with this; we have a SSMS agility test that we give them. What we do is the subject starts in a line, and they run a figure-eight pattern around four chairs. After finishing the last chair they must angle to a mat, crawl under a stick anyway that they can, and then they have to cross a finish line. We time them. We check their agility at the beginning of the year and then at the end of the year to see if they have improved.

We started working on the power component in our track and field unit at the first of the year. We work not only with their standing broad jump but with many other things trying to build their leg strength as well as to build their upper body strength. We also develop speed in track and field with their sprints. We have an Olympic Day at the end of the year in which we try to incorporate these components to see how the student has developed. It is a type of test for them.

You can see that fitness if a major part of this age student. We feel that if we can incorporate these ideas on fitness at an early age when they get older, they can make the right decisions about their leisure time.

INTRODUCTION OF ROBERT MOORE BY
GEORGE GRAHAM

Thank you Kathy. The last topic at this session is focused on another education. A gentleman that you met earlier today, a kind of jack-of-all-trades, is the Supervisor of Health, Physical Education, Driver Education for Cobb County Public Schools, Mr. Bob Moore.

OUTDOOR EDUCATION: By Robert W. Moore

I have something that I would like to seel you in the way of outdoor education. Let me talk about where I am coming from before I get into the rationale, and explain to you why we offer outdoor education as a viable part of our three year exploration in our middle schools in Cobb County.

One of our goals is to sell young people on an active life style; to provide change. There are many reasons why we teach the things that we teach in our three year exploration. I have heard this morning some beautiful comments from Mike and others regarding the merits of gymnastics with which I fully agree, the merits of rhythmics and dance are an essential and integral part of a good and sound physical education program at the middle school level. All of these areas we have covered are viable components of the total physical education program at the middle school and if you do not have these components on an annual basis in some manner, shape or form per grade level, then something is really missing in your program. I hope what I have to say comes tnrough to that extent.

Dianne mentioned this morning the fact that young people are at an age and a time in their lives when they seek values, when they are making judgements, when they are developing their attitudes, to see if this is something that they want to do. It is important that young people get exposure in each of these areas that we have discussed this afternoon, that they begin to find out more about themselves, as they develop their attitudes. We have heard in the presentations that it is easier to work with the middle school youngster. He/she seems to be more flexible in his ideas, he/she is more receptive, yes, he/she has all of his antenna out there and he is receptive to that extent. You can mold that youngster because he allows you to do that, but then something happens when he gets in that secondary school. He stiffens up, he is not receptive, he is more apprehensive and if you have not won him/her by then, it is too late. So these things are very valuable as a middle school experience.

The interest in outdoor education and outdoor pursuits is timely in view of the mounting number of people who seek relaxation and release of tension. The need for wholesome outdoor adventure and the constructive use of leisure time together with the concern of the quality of the physical environment have made outdoor education the most significant development in American education. It is an extension of the classroom free from the limitations and the restrictions of bells, walls, and time periods. In fact, outdoor education truly is an open classroom.

The inclusion of outdoor education is one of our eight program thrusts in Cobb County: It is a result from an extensive search among possible thrusts for that which could provide a valuable contribution, not attainable through other curricula components. There had to be something special that outdoor education could offer that could not be offered to young people in other pursuits such as gymnastics, rhythmics, team sports, combatives, fitness, and some of these other things that we have heard about. There is a uniqueness, and I would like to talk about the rationale behind that. Outdoor education has been placed in our curriculum for many reasons, although only one reason would probably be termed enough for justification for that particular facet of our school program.

First of all, as we look at that program, we try to provide experiences that are turn-ons to young people. Not only for change, but something that will interest a youngster. We started out many years ago saying, "hey, team sports is for everybody." Team sports are <u>not</u> for everybody. There are probably some of you here who do not like team sports, never did, never really cared for it other than to watch it as a spectator. So it is not for everybody when you are considering the one hundred percent of people in that program that you are trying to sell on some form of an active life style. We added then back in the sixties and the early seventies the lifetime sports. Lifetime sport will put it on an individual basis rather than the team concept, and they will be interested in that. You know what happened when that came about, the idea for lifetime sports. We attracted probably another thirty to forty percent of the students in an interest area who were not interested in team sports, but I bet we did not attract one hundred percent of the students, but we did begin to offer something in the seventies that came about as outdoor education.

Now, what is different about outdoor education, than team sports or lifetime sports? Well, in team sports for example, you can play that softball game and you can win three to one or you can lose three to one. You can get out on the tennis courts in an individual sport and again you can win six games to love or you can be at the other end of that. It reminds me of one of my recent experiences the only time when I hit the ball was when it was my turn to serve, that was a most embarrassing situation; but maybe I was not ready for that calibre of competition and a lower level would have been much more appropriate for me. But

had that been my first experience I would never have picked up another racket. Maybe I do not like sports because I am either going to have to win or I am going to have to lose and if I am not very good, probably, I will lose all the time, and thus I do not like those kinds of things.

Let me tell you something about backpacking. Did you ever hear of anyone who won backpacking three to one? That is not in that world, and there is a segment of the population in that middle school who may be turned on the adventure activities rather than in the name of sports. That is one of the viable contributions that I think that outdoor education has to sell...it may turn on that additional segment of the population. In rock climbing, you do not have a winner or a loser; hopefully, you do not have a loser certainly. You may have, but its not score related. None the less, there are components of outdoor education which are turn ons to young people. It provide an opportunity to do something that is not only different but it also adds a dimension to your program.

Let me look at some of the reasons why we have incorporated outdoor education at the sixth, seventh, and eighth grade levels as part of our required segment of the curriculum. First of all I mentioned the salesmanship business of trying to find something that will turn on one hundred percent of the population. Maybe if it only applies to thirty percent who do not like the other areas, that is reason enough.

The interdisciplinary approach is another reason that I think that we can have a viable impact on outdoor education. When young people go into the out-of-doors you can not help but notice for example the trees that are around you. Yes, a tree is just a tree until you get out there and start looking and say, "hey, there are all different types of trees, aren't there? I never realized that before." I tell my youngsters now, and I have teenagers, "hey, why don't you do do something constructive. Look out the window," if we're riding along in the car. You know we always used to have fun looking out the window, if we were in the car, but teenagers do not want to do that today. They want to sit in the car and play games, and they never look out the window. "Let us know when we are there. How much farther have we got to go?" That kind of thing. Because they have not been exposed to outdoor education. They think a tree is a tree. Every tree is different, has a different shape, a different area where different kinds of trees grow, etc. New awareness provides the opportunity to see these things.

In the interdisciplinary approach, biology is involved, ecology, pollution, and erosion as well as physical education are involved in an interdisciplinary look at the outdoor setting. Getting out of that gymnasium and that lined play field into a new environment creates a change of atmosphere, "hey, maybe there is something new and different out there, something I am not used to, something I may be turned on to."

Many challenges and risk experiences, not easily provided for in any other environment, are obtainable in outdoor environments. You can not do a very good job of rock climbing or climbing over a twelve foot wall inside the gym. One nice thing about risk and adventure activities is they are suitable for that age group , and it helps youngsters find out where they are. How far out on the tree limb should I go? Well, you go out as far as you can until you are not certain that the limb above is going to hold you if the one below you breaks. How high do you go when you are jumping off something? I used to practice a game when I was back in elementary grades. I used to start at the edge of the old garage roof and I used to jump onto the ground, because I wanted to find how high I could jump and still land safely. Now, there comes a time when you have a little bit of fear, but it was not at that age, certainly as you all have attested. It does not happen until later on.

If I had been in high school you know I would have said eight feet that is enough. But I had finally tested myself until I twisted my ankle and knocked the wind out of myself and said that is my limit. Students need experiences like this. Often times the outdoor environment is a much better setting to provide risk and challenge experiences than any other setting that I can think of. It is the exploring aspect.

Another factor that I might mention is that alot of us still have a little bit of the pioneering instinct in us. I am not talking specifically about exploring in caves or that sort of thing, but adventure activities as opposed to how high you can jump over a bar such as in track and field. I am talking about adventure experiences of hiking and climbing: seeing what is over the next ridge; what does it feel like to backpack, to camp out overnight, to invent, devise and create your own shelter, and to cook a meal outside. One of the nice things about a backpacking-camping unit, if you put it into practical experience is that youngsters sometimes revive an art called conversation. Because you do not have the T.V. and I would not let one bring a portable t.v., certainly.

Another thing that it brings about is a close unity, togetherness activity, a common denominator with which you can relate better in interpersonal relationships. Sometimes it takes an overnight experience or all day long experience to do that. But there are many things that you can do in that out-of-doors to bring about that kind of good cooperative interpersonal relationship in a healthy way.

As we look then at these kinds of things, I would like to share with you what specific aspects of all of the outdoor opportunities that we do cover. We do not leave it up to chance each year. I am appaled sometimes at the curriculm that I see in physical education..you have the old encyclopedia out there and it has all the activities from a to z. You say, "a little archery up here and down there is wrestling. No I don't want that this year. Let me see what else I can do." and so you start thumbing through. We do not do that in math. We teach decimals and we teach fractions at a certain time. We do not say, "hey they didn't like fractions last year, we won't do those this year. We'll just do decimals. We'll do multiplication, no, they didn't like that either, just addition this year. Oh boy, I like that." They do not have a choice. Youngsters are forced into exploration in math areas much as they ought to be in physical education. So what we are trying to do is to insure that. Each year we feel that some type of outdoor education is essential, as they are formulating their ideas, as they are searching to see what they can do, what their likes are, etc.

Right now at the sixth grade level, we offer cycling. The bicycle unit is at least ten days in length. In the seventh grade we offer orienteirings as another pursuit dealing with compass, map reading, etc. We also include something similar to a rally race in sport cars, where they read the compass and they take on an azimuth. We teach youngsters for example, why we have a compass in the first place. We have a compass because we as human beings have a terrible sense of direction. If we were to blindfold you and take you out into an open field, chances are that you would walk about in a circle for an hour coming right back to where you began. You would not take off in a straight line and go in a continuum because we tend to think that we are going straight when we are really moving to the left or to the right or whatever. So the compass provides the azimuth to keep us in a straight line as we pursue a direction.

There are many kinds of experiences whether we are talking about survival or some other area. Survival, is that a course? Where do we teach survival? It could be in outdoor education courses, teaching youngsters how to tell where they are, using their wrist watch in the northern temporate zone for finding their direction. We can do that as long as we are in the United States. What we did in Vietnam in the jungle area was use the wrist watch as a compass. If you know what time of day

it is, point the hour hand at the sun, and divide that distance between that and the numeral 12, that is your north-south line. Knowing if the sun is to the east or to the west you can determine which is north and which is south and you can go.

On the eighth grade level we offer backpacking and camping. All we are trying to do is force some kind of broad exposure. If you want to offer an extension of these units you may. If you want to offer some additional units that is a plus, but at least you have formed the cake on which you can put any kind of icing you want. Therefore, if you wanted to play softball the rest of the year that is okay because we know that you have at least provided some gymnastic experience, some rhythmic experiences, some games and sports, and some outdoor education.

One last component that we offer at the eighth grade level is a course called adventure activities. Adventure activities is an off-shoot of Project Adventure out of Hamilton Massachussets. We offered that this year on a county-wide basis. There will be several sessions during these next few days which deal with Project Adventure. It is an outgrowth, an Outward Bound approach. It is bring the out-of-doors into the school campus so that it can be available to all youngsters. You do not have to take the youngsters out to the mountains to experience stream-crossing. You can do that right there on your school campus. Through a system called Project Adventure. It involves risk, trust, cooperation, and the outdoor world. But you do not keep score. It is not three to one or two to six or whatever. It is another cact that we feel is viable. Thank you so much.

GEORGE GRAHAM

Thanks Bob, you are turned on to outdoor education. I want to thank all of the speakers. I think they all did a really nice job. Our next session commences at 3:30, and that one is specifically designed for all of you folks who have some burning questions, and wish to ask them, and give us all a chance to interact.

THREE THIRTY SESSION INTRODUCTION OF DEXTER MILLS BY GEORGE GRAHAM

The two experts this afternoon are Tom Slaughter whom we met earlier, who is physical education specialist at Sandy Springs Middle School, and his comrade this afternoon Dexter Mills who is a physical education specialist at Garrett Middle School in Cobb County in Austell.

Dexter has had a number of experiences. He has been the department chairman for the Governor's Honors Program in 1979. He has been active in PEPE and public relations for Georgia Association for Health, Physical Education and Recreation. He has a number of awards in this area, his B.S. and M.S. are from Tennessee Tech in Cookville,Tennessee. He is a dynamic,active young man who is doing a great deal for physical education in the State of Georgia. I am going to ask them to make some introductory remarks and then we will open it up to you for questions and comments, and interaction.

DEXTER MILLS

Do remember that this is interaction time and we would like to have your opinions. The opinions expressed here by us are ours and we live by them. We would like to express some things to you so you can see where we are coming from. I know Tom has expressed to you his school situation and I would like to give you an example of what my school situation is like. Garrett Middle School is situated in a lower economic part of the county in Cobb County. We are not as elite as Tom, but we do abide by county policies that govern us which we helped to create, and so this is something we would like to speak to you about. We would also like to address some of the issues which we know that you as physical educators out in the

field have problems with and maybe we can tell you how we have solved some of the problems that we have. It might work for you or it may not.

One of the first things that we both would like to talk about is teaming. In middle school physical education teaming, one of the most important things which can make your program or break it, is your staff, and being able to work with them. Tom and I have discussed this and it is unique in that both of our situations are such that our principals let us help decide who is going to work with us. In other words, when there is a vacancy in the department we have the ability to interview and make suggestions and recommendations. This is not true in many situations. I think this helps the comradery when you have the teaming aspect, to see whether you will be able to work with the people that you are going to be hiring.

As far as teaming goes, my opinion is that everybody in the group has one vote and when we come into situations where different factions disagree well, we all have to try to stick together. I think one of the most important things in teaming is being consistent and everybody trying. Even though we might have a conflict in a departmental meeting, we try to reach a mutual understanding and remember that we are all working toward the same goal: to better educate the students, not for us, but for the students; I think when you do that, the teaming aspect is brought under its proper perspective and you can work things out within the group. I am certain Tom would like to talk about the teaming in his school.

TOM SLAUGHTER

What he said is very important and I have talked with some people today and they have said that they just can not seem to get along with this one or that one, and they are pulling this way or that. We had a vacancy around Christmas time and we had three applications for the vacancy. Our principal had each applicant come out and spend one day with our team in any capacity we saw fit as if he/she was a supply teacher. The three of us, as well as the one that was leaving, had some type of input on our preference of the person who we felt would be most qualified to do the job involved in teaming. In hiring, you are looking for a person who would have alot of qualifications and be able to handle alot of different things. I think this is very important. I think it has worked for us and as Dexter said, it has worked for them.

DEXTER MILLS

The second issue that we would like to address is the curriculum. Alot of the opinions that I have are through trial and error. I remember when I was a first year teacher most of it was error, but I had alot of trials at it. I think through the years you can refine some of the problems and the way that you are teaching. Fortunately, I have had the opportunity to work with some very good people in physical education. I think that has helped mold some of my ideas. When you look at curriculum you need to consider all of the facets. Do not emphasize just one area of physical education, such as team sports, individual, dual sports, adventure activities or whatever. I think there needs to be a full range as Bob Moore has already expressed. I feel that a quality program will encompass all eight or nine areas if you count aquatics. If you do not have a pool, you can call it showers instead of aquatics.

Evaluation of your program is also something that I think is very important. I am a firm believer that there are two types of physical education instructional programs. The latter is the one that I profess to do because I feel that students need and want evaluation. We use this as an example: when we explain to the students, if you add up four and four, you get eight, however, if you add four and four and get fourteen, well, you wrote pretty, but that is not going to make it

later on in life. So we feel that evaluation should tell the students where they are so they can know where they need to go and how long it is going to take them to get there. I think it is very important in your curriculum, evaluation can make a good program.

TOM SLAUGHTER

I am sure that curriculum is going to vary in areas. We have our core that we are required to do. We have changed alot of things. We have had the opportunity to do this and to be the experts who we are suppose to be. Primarily in the eighth grade is where our problems come from in curriculum because of health requirements due to sex education controversy, physical education fitness, and the different trends and concepts that have taken place in the last five or ten years. I will be the first to admit that we will jump on something and ride it like a wild horse and take off with it. Then we will say, "hey, we are putting too much emphasis in one area, we had better slow down and pick up." We try to make the curriculum as broad based as we can. I want to mention this also in relating the health to physical education. The science people handle the health part of it and in turn we do some, but it is more of an interdisciplinary approach. If there is anatomy going on in the sixth or seventh grade, then I may be pulled away from the team to go down and be the expert that day on muscle movement. Then in turn, we might pull somebody out of a science class when we are teaching our part of health. In our eighth grade health part of the curriculum, we have geared it down to where we feel that it is adolescent health. In other words if we are talking about injuries we we will get into Little League elbow, Osgood-Schlatter, things that are common to them: childhood diseases, why are you vaccinated, etc. They do not know why you have to get the shots, what polio is today. They have been immunized and vaccinated, and we try to tell them why. You have to gear the curriculum to meet the needs that the students have and thankfully, we have the option to do this, to make some changes and to come up with some programs that we can relate to them.

A few years ago in alcohol, drugs, and tobacco unit we felt like the drugs was the heavy point. We took a survey not long ago with the counselor and found out that alcohol is back in and we are having to fight old John Barley Corn again. You may have to bend a little bit, you may have to change your emphasis. It could be a problem if you tried to zero in on something and say, "this is it from now on, I think that we have got it now." You have to change.

Question by Shirley Holt-Hale: Oakridge Tennessee.

I am an elementary teacher and I have two questions. I would like for you to respond in light of what was said this morning that middle school years are time for refinement of skills which children really already possess, that it is time for going horizontally not vertically, that it is a time for looking at blocks of time instead of set class periods. . . all the flexibility and individualization that we hope for. I would like you to respond to that in light of your present situations. Then, the second question is how do you see the middle school physical education as different from secondary?

DEXTER MILLS:

The first question that you asked, I would like to respond to for middle school in my county. None of the feeder schools that come to Garrett Middle School have an elementary or have had any elementary physical education programs. So we start at peg one. We plan a curriculum that will encompass some of the things that are needed, for example, after we did the fitness test one year, we had a group that was so poor and so low that we threw out the curriculum that we had. We had soccer planned next and we just threw it out because we needed to work on some very basic skills hand-eye-foot coordination, strength, flexibility, endurance, and things like that.

Going back earlier, Bob Moore and Mike Tenoschok said something about it, it is the last chance for physical education in the middle school; in my case it is the first and last chance. If we do not give them an evaluation of where they are and where they need to be, no matter if they are that skilled athlete or if they just want to enjoy future lifetime sports, they need to know where they are.

TOM SLAUGHTER:

I do not think I can add any more to that. I think that when we started we tried to be transitional, and we tried to say, "okay, we are in the middle school we have got to bridge the gap between the elementary and high school and what can we do"; I think it drove us crazy for a while. Then we looked at it and said let's work on it, but in turn I think that we are going to have to meet the needs of what we have. In other words, some children may have had real good basics in movement education as they come in, and it would be great if everybody did, but that is not the case. In some areas you may have students coming in from other neighborhoods. We are becoming a little more transient in my area, then we begin to get apartmentalized;now, they are moving students out of apartments and selling them for condominiums. Thus, we are becoming more stabilized again. It has been a crazy situation.

In Fulton County we use the movement approach. The first unit that we do in the sixth grade is track and field...not track and field as such, but it is a movement approach toward skill development. There is alot more to it than track and field. It includes every type of jumping that you can imagine, throwing, skipping, and all types of activities are brought into the standing broad jump, the high jump, the triple jump, the sprints, and power thrusts off the starting blocks. We try to transition a little bit there. You must find a starting point and we feel like maybe we found it there. Then we try to work on up. I hope I have answered it, but I think that every situation, every area is a little bit different and I do not know if we can come up with a single answer for you.

Doris:

My name is Doris. What is the difference between middle school and secondary physical education?

TOM SLAUGHTER:

You want my opinion or his? I hate to give it I might get fired. I do not see a whole lot of need for high school physical education. If the job is done what are you going to teach? How are you going to teach basketball to a seventeen year old, or volleyball or basic skills or basic movement skills? It is very difficult on a kid that age. I have done it, but it is just hard to do. But I think that some progression is needed all along, if he had been exposed all along he would be attempting to tackle most anything. I think the emphasis then, needs to be on elementary and middle school, personally.

DEXTER MILLS:

I would like to punctuate that. Three or four years ago that time when high school physical education was not manditory across the state, we had a lot of physical educators sitting in study hall. I proposed that some of those people work at the elementary schools and coach at the high schools. Of course you know how that was accepted. But I agree, I think that if you are going to put the emphasis somewhere....you do not build a house unless the foundation is laid, and you do not go out and put fringe on it or whatever, you have to start at the base. I think you have to start in the elementary school and you have to build to middle school and finally you get to the tope of the house and the interior.

TOM SLAUGHTER:

I found this out since I have been working with the recreation department. Now I can get paid for officiating volleyball where I use to do it on salary everyday. So if I can do it and the other guy down the street can do it, why can't everybody do it? Somebody has to teach that student how to bump, dig and respond to his teammates, play coed volleyball, and utilize the skills involved in team play. It does not start by just putting them out on the floor and letting them play. I hate to say it but you can take a high school department head with a couple of off periods, running about seven or eight people, moving in fifteen different directions, and there is not a whole lot of unity. You take four people working together, with very little time off, splitting up responsibilities, decisions, and so forth, and accomplishing alot more. I think there has to be more emphasis on middle school and elementary school physical education.

QUESTION:

We have children K-12 as a captive audience and we can not escape that. Somewhere back in the forties I got the idea that it was also the responsibility of our department to provide and maintain fitness throughout those twelve years in some way or another. Now if I am going to cut out high school physical education, then it becomes my responsibility to provide something in the day's program where a child can get a fitness experience and maintain fitness because I have got him there until about three thirty or four o'clock and if he rides the bus he is not home in time to get anything done. I don't know how we are going to do it and maybe the emphasis on instruction is not as important as providing a time and opportunity to maintain fitness through high school.

TOM SLAUGHTER:

My point is that they are the ones that need the recess and not the elementary students. I feel like our students, some of them are going to continue running and alot of people continue running without someone to watch them. Given the time, opportunity and supervision, I think understanding the aspects of how to care for injuries, how to warm up and all that should come at an earlier age. Some of you people are learning how when you are thirty or forty years old and it should have been taught to you a long time ago.

DEXTER MILLS:

If you were going to eliminate somewhere along the line, it would be a high school program, as opposed to elementary or middle school program. Of course, as a physical educator I would like to see physical education for all grade levels, but, if we could just work with certain levels then I feel the elementary and middle school level are the most important.

QUESTION: Nancy Webster, Alapaha in Berrien County, Georgia.

How do you feel would be a valid way to evaluate numerically in physical education for grades four through eight?

DEXTER MILLS:

To use a unit for example, volleyball, we evaluate the students using forty percent skiil, forty percent knowledge, and twenty percent participation. We feel like that gives them still an advantage for the ones that are on the low skilled level. Most of the students that come to our school are low skilled level. This may be hard for some people to believe, but we run a standard deviation on all of our scores for sixth grade boys and girls, or seventh grade boys and girls no matter what the unit is if we are skill testing the unit. It takes alot of time but again that goes back to the staff that you hired and their willingness to be professional and hard working. I can not use the norms that they developed in the AAHPER fitness and skills test manuals because those were developed in Texas,

California, Michigan, and places where they have elementary physical education to a certain extent. They are a little bit stronger. Eighty percent of our students would fail them and I can not justify that. The way I justify that is that I grade them within the demography of the people that are from that area. You can do it that way; you can justify it that way to the sixth grade parents and the public relations part of trying to get that over, "oh anybody can pass physical education. My son got an unsatisfactory can you explain why?"

We do little skits for our students. We role play with them so they understand. For example, we were talking about the adding up of grades so they can get that in their mind that physical education is a class and they are going to receive a grade for it; it is not just come down for play and have recess time. I had a parent talk to me the other day whose child had been making bad grades and she was concerned. She said he loved physical education when he was in elementary school. I had to explain the difference to her between recess and physical education. She had not conceived that until I explained that recess is where they go out and run around, to hit, or clobber, sit down, or swing on the swings; that is recess while the teacher sits and grades papers. That is not what physical education is. I think I brought her back in line and hopefully she understood. She was not in total agreement and was still upset about the grade, but she had an understanding that we were doing something, trying to work with the child and trying to tell her child where he was.

TOM SLAUGHTER

We are not that organized but in the past we have done alot of testing and so forth. I think it has to do with your staffing and when we started we had somebody very good in testing, running all the computers and we were able to do it. We try to evaluate and progress the student along too. I do not see any problem in the student participating if he likes the program. We have some ways out, you always have one or two. All of our students dress out. Some are behind others and in the afternoon we created mini-courses two days a week for students in need or with problems, be that obesity, psychological, or whatever, and we have recreational therapy groups. There are ways to reach students that you have one way or another. As Kathy was saying this morning, about the running program, they look forward to it, it is a big deal with them. It scares the daylights out of you sometimes to see a student try to burn himself out but they like it. They have learned how to do it and they look forward to it because it is an every other day thing, it is not every day.

When they do their mileage and chart the mileage, they learn not to lie because they know the guy behind them is looking and you might have a few arguments at first and he says "you couldn't do that ....get behind me." The idea is that we are progressing as we go along and maybe in the sixth grade the student did four laps, in the seventh grade he does six, and by the time perhaps he is in the eighth he has gone eight, but that is progress each year you look for. And he is doing better himself, and if you have every run, you know it is fun to run with somebody else, maybe two or three people down the street, well that is the way they do it. There may be a group up here and a group there...they are scattered, they run with their friends which is fun, or they walk. One good thing about it too, if you have a cold and you do not feel like doing anything, walk three laps and make up the other laps on another day.

QUESTION - I Think my question is about three or four here. I am intriqued by the forty-forthy-twenty weighing of percentages in grading, could you give me a rationale on that please, no 1. No. 2, in terms of knowledge: what constitutes the knowledge area for this grade level. Another question that I am asking is what are the criteria for this measurement. Fourth, how do you measure and evaluate?

DEXTER MILLS:

The forty-forty-twenty rationale that we use on that is that a student that has a high skill level but a low reading comprehension ability has a chance to bring his grade up with participation. We us a point system. Our cutoff period is seventy, two times seventy is one hundred and forty; this then is their knowledge grade. Also two times the skill grade is recorded. Then add in their participation grade, whatever it is. This gives us a three hundred and fifty point total. The way we arrive at three hundred and fifty points is that is the minimum level which a child could receive and pass. Thus this is the minimum cutoff level for forty-forty-twenty.

In each unit we give a knowledge study sheet to the student about history, rules, whatever we feel is important. A notebook could be included. The knowledge test comes from lecture and participation in class as well as the study sheet. We read the study sheet and we read the exam since we are in a low area. We do everything but make the right answers for them since we are not testing reading and some people can understand verbal communication better.

Criteria for measurement of skill test varies. It depends on what we emphasize in skills. In Cobb County we do not have interscholastic sports; it is all intramurals. We feel it is more important to learn the skills to actively play the game instead of chasing the ball around,having people surround the ball. If they want to play interscholastic we will help them. We go over the playing aspect in intramurals.

In volleyball we feel the three major skills are serving, pass and set, and we work on these skills. As the student progresses through the skills and passes the knowledge test-which can be retaken until it is passed-then they can play. We do not worry about playing as much because they have passed the knowledge test and this gives us time to work with the non-skilled students.

In our sixth grade and seventh grade it is Excellent, Satisfactory, or Unsatisfactory. In eigth grade it is numerically graded. If a child did not have skill, he or she could still pass the course if he/she was at the top in knowledge and participation.

TOM SLAUGHTER:

That is a beautiful thing about middle school. You have the students for three years and you know them because they are a captive audience. You know which students need help and this is more important than grades. We do not set the grades ourselves in our system. If a student had problems in skill but passed the knowledge you would pass him/her. But you would have these students next year to help them. You have time with students in middle school and that is a beautiful aspect.

QUESTION: Billy LaBlanc from College Station, Texas.

As you are evaluating the student do you plug into the evaluation the improvement factor? In the forty percent just how well do they do on the norms, even if they are broad norms, or is a portion on improvement?

TOM SLAUGHTER:

We keep a record file on skills test and post the results in their folder. Students can come in and see their records and find out what they need to improve. We do not grade them on the Sandy Springs Motor Test or the AAHPER Test. Those are for their own knowledge and they look forward to reading these.

DEXTER MILLS:

We only post tests at the end of the unit and then this is how we arrive at their grade. We keep a file, not as elaborate as Sandy Springs, but the student can keep up with his/her scores.

QUESTION: Pat Barnett, Clayton County Board of Education.
I believe all of us are in agreement with athletics. You answered my initial question which was if you have an athletics in your schools and you said you did not. Do you think the high school program suffers if there is no athletic program in the junior high? How do the high school teachers and coaches feel about it, and how do they handle it in high school? I know this is a middle school conference but all of these things go along with middle school physical education.

DEXTER MILLS:
Yes, the coaches do complain. The problem is that you have to believe in the program in the middle school which is not to develop athletes but to teach physical education. I feel like that sometimes is hard to get across to the people in high school. I know Cobb County complains. Some of the people feel like it does hurt their athletic programs, but in Cobb County the Parks and Recreation run the program. For the people who want those programs, it is paid for, by those people. Intramurals isfor everystudent, gifted or non-gifted. We have discussed within our county about the fact that there are gifted programs in education but there is not in athletics. I am of the opinion, as a physical educator, that ninth grade is a good place to start an athletic program.

TOM SLAUGHTER:
Yes, we really got alot of heat when we started...we were going to deteriorate the whole county athletic program because we had one school in the county that did not have an eighth grade team; everything was gonna fall apart. We have not done any statistical studies on it but after running this rigorous physical fitness program for several years,in Sandy Springs, the high school we feed into won the state cross country meet with three ninth grade girls in the tope ten in the State. That cross country meet was run in the Fall so that meant that they had to come out of middle school that past summer. I do not know who trained them but somebody liked to run and wanted to run cross country and tried out for the high school team. The high school is having more students come out than they used to. Instead of having to flush them out, they are coming out on their own. You are not restricting your program to a few students. I know what the community priority is, the people that grew up in the old school, say they want the school athletic program. We will have to wait and see. As a former varsity basketball coach I use to hate to cut eighth and ninth grade students in the lower programs. We ought to give them a chance because one time I cut a student who turned out to be six foot seven inches tall. We did not give him a chance. Those are the students who get neglected, the ones that are playing pro-ball today, the big giant football players who could not play in the eighth grade. They were too big, too sluggish, somebody needs to work then with those students in some other areas. It is a big controversy one way or another, but if you are going to have a good middle school program, you need to gear the physical education program to meet the needs of every student in school and not just a few. I was paid alot more for handling twelve than I make for handling five hundred. And if you had five good ones, you did not have to handle twelve did you?

QUESTION: Barry Green, Tyler, Texas.
I may have missed the point, but I am not certain that I understood the difference between the programs described in your middle schools and the programs that were formerly in the junior high schools in terms of activity with the testing and with the games situation. And I would like to know how you do take care of individual differences within the skill levels that you are teaching.

DEXTER MILLS:
We evaluate the students individually in the softball unit using the same type of technique as we do with the volleyball unit. For example, in throwing skills, we use a target. The students have so many throws to hit the target and they check off their throwing skills. But if we have a group who is having problems with this,

and this is an advantage of team teaching, we can single those people out. I will take them down to another back stop, and I stand behind the back stop let them throw at me. I analyze their throws and try to tell them what they are doing: not enough body rotation, not taking your arm all the way through, no wrist, or whatever. That is how we try to individualize using the teaming unit in this middle school approach. It is very very difficult when you have thirty five to forty students per teacher, but when you have them working on tasks, and you have defined these tasks, to them, then one teacher can supervise a large number, while another teacher can individualize with this small group. As these students progressively move out of these skills, the ones who are lacking in skills are still there and you have the time to work with them. You do not push them away and you do not send them out in right field. You try to teach them to catch and throw as you have a little more time. The ones who have more proficiency are already out there playing.

QUESTION:

Are your grades based on the same quality as those already out there playing?

DEXTER MILLS:

They have to progress along the way. It is not too subjective about them throwing and hitting the target, or catching a ball. We are not telling them that they have to be Willie Mays, just catch the ball, or hit the ball. We do not even pitch it to them. We use it off a batting tee.

QUESTION:

With a student who has no skill, how is he capable of getting a seventy when one that has alot of skill already has the seventy when he comes in to the program?

TOM SLAUGHTER:

We could go on and on about this, but this is the same thing we argued about back in 1960 when I was in undergraduate school and when I was in the graduate school in the seventies. We are today still arguing about your percentage breakdown. Is not it still going on Dr. Graham? I do not know that we can resolve it through a percentage breakdown without some type of subjective grading. I think that is what you are getting at and we use it, if it is borderline the student gets the benefit of the doubt.

DEXTER MILLS:

And again, what about the gymnastics person who has competed on a gymnastics team and walk in to your gymnastics class. The already have the proficiency. What are you going to teach them? You are saying take them out. Well I am not. If I am in charge of forty students and this student already has this skill, then maybe I can use that person to my advantage to help us as an aid. If I have to teach this group of students and this person is included in that group of students, then I am in charge of them and I can not say, "okay, you can already do gymnastics why don't you go in the weight room and work out", and then they break their arm or something like that. You have to look at the feasibility of the law.

QUESTION:

What is the difference between your program and the junior high program?

DEXTER MILLS:

The difference is that as an instructor I consider myself an instructor working with the students and working in areas which they are not proficient in. We do things with frisbees, and while there are some good junior high programs, some of the ones that I have been associated with had softball, basketball, and football, and that was it.

QUESTION:
Are you saying that adding more activities like soccer and volleyball to the basic three is the difference between your program and junior high?

TOM SLAUGHTER:
My first experience was four years in a junior high with fifteen hundred students and a bell schedule just like high school. I did not have any adjustment when I went into high school. This is quite different and the reason that I was hired in that first job was because I was qualified as a basketball coach and a football coach and that got me the job. At the middle school it was the first time in twelve years that I had a job where I was hired as a teacher.

DEXTER MILLS:
I think that there is a difference when you do broaden your base as a teacher and as far as you saying that this is the only difference between the big three and adding ten other subjects, I do not think that is our point. Everybody does everything by their point of reference, what they remember as being. The things that I remember in junior high program were not necessarily things that I could use later in life, like lifetime sports, and adventure activities. Things that you can work with and enjoy teaching.

TOM SLAUGHTER:
I can see benefits of junior high and see some of the things in junior high that we use today. I do not know on how far we would have to go to explain this, but we are on a none-bell schedule and that is one difference, the time. If I wanted students another day, I could make arrangements to get those students at a particular time with another teacher, swapping off periods. Students are not regimented to be here and there everyday. If I wanted to run a special event and I needed a group of students for a block of time, maybe two hours, then that would be very easy for me to work out. If I wanted to set up a special class, then I would have the freedom to do this in the afternoon or at mini-course time or set up physical education assemblies or whatever. We are not zeroed in on a six period day schedule. We have a changeable schedule, every year that I have been there, we have worked things out. We are somewhere in-between. I do not know who could give a real good definition of the middle school because I do not think you could zero in on it but it gives you alot of leeway.

GEORGE GRAHAM:
I am curious about something regarding the definition of middle school. Let us say that I was starting off and I had in mind middle school physical education and I really did not have alot of help so what I really wanted to do was to find a book or two that I could really rely upon to explain contemporary middle school physical education. I do not mean watered down secondary programs, but a program when I looked at it I could say, "that is middle school physical education." What would I use?

TOM SLAUGHTER:
There is not a book right now. I do not think that there is any thing. I think that by the time you had written and published it, it would be obsolete.

Audience Statement Inaudiable

TOM SLAUGHTER:
Right, my point is that we try to take what is there as far as the concept of our middle school can go, and gear our physical education program into that concept. We feel like if we are meeting the needs of that school, and like I said, our goals and objectives are the same and if we can do that, then we are meeting the needs of that school and the community.

DEXTER MILLS:

Within our county, we have adopted a textbook in middle school physical education called Fitness For Life. We use that book because it does cover the different components of fitness, and we use it in all grade levels with the different units. We have units on endurance, strength, flexibility. It is a textbook that will basically be used with the unit developed in the sixth grade to get them started into fitness. You can also use it, in their seventh and eight grade units depending on what areas that we are teaching. We have only that book but it does not cover a group of activities.

Ann Clarke, Health and Physical Educator Coordinator with Whitfield County Schools:

Dexter, I think we are trying to define a building or something and the term middle school is basically an approach to dealing with children and not necessarily dealing with a program, but dealing with children and how we handle them. It will take the program out of the front of your mind and put the child in front of your mind and then you will meet the needs of that child. Rather than give the child ten activities, the child is going to experience ten activities. It is the way you approach it that makes it a middle school rather than a junior high. When you get right down to it, some junior highs are better middle schools than some of our middle schools are, so that is a kind of ridiculous argument.

QUESTION: DON WILLIAMS from Marshall University, Huntington West Virginia

If I had gone to sleep back there and had awaken I would have sworn that I was back in West Virginia. I do not have a question; it is more or less a comment on what has been said. I can sympathize with the position which the gentleman from Tyler, Texas is taking; I too agree that the junior high school principle was a sound one. We got away from it somewhere along the line, and now the middle school is just filling in that void that we had in dealing with the developmental levels of the individual as rather than treating them all just alike. And I also have the question about the athletics: Spending twenty years in coaching, when the middle school concept came around, I was really concerned with what was going to happen to the high school programs. I started thinking about it and I think if we look at it from the standpoint that the star in the high school is a product of the high school. Very few individuals have that star rank all of the way through, but I am concerned about not having interscholastic programs in the junior high or middle school in some of the areas because of the individual, who has matured early and who is going to fall behind in the high school, should have the opportunity to practice his art at that particular time. Not at the level as we know it or knew it in the junior high school, but I still believe that the gifted athlete in the junior high or middle school does have a place on the program.

TOM SLAUGHTER:

I will agree with that. I really do not know what to do or say on that, being in coaching for a number of years. I am trying to think back and look back on some of the ones that you say "I coached that guy, he was All-American, he was great." But I really wonder if I had anything to do with him being All-American or not; he might have been All-American with somebody else. The best basketball player begins to develop in the ninth grade, and the best football player probably in the tenth. They were not the Little League All-Stars either. They did not even play. The football player was too bigh, too clumsy, and too awkward. In fact, I had a mother come crying to me one time about working with her son, Hank. He was in the eigth grade, six foot one, weighed about 185 pounds; he was too slow to hit a baseball, too clumsy to play basketball. He could not make the weight class in football. I said, "what the heck am I going to do with Hank?" I said, "just keep him going he will play for somebody" and he did. But he got left out. Those are the ones that I am really concerned about. He got left out of all of the Little League trophy stuff, but Coach loved him later on.

Then you have the other student who has been the starter all along and he washes out somewhere in the ninth or tenth grade. I do not know what is going to happen to him. It could be controversial. If you have a good recreation program or little leaque programs, they seem to compensate. Our students would rather play in our league after school than to play in those high level leagues that we tried to organize for them through the other agencies. There is something about it, they still like to play in front of their friends. They identify with the school. They could go down and play with the park, the church, or something else, but it is just not the same.

QUESTION: Joan Paul, Douglas County School System

In various middle school systems, physical education classes either meet everyday or they meet alternating days. I would like to know your feelings on the advantages and disadvantages of meeting everyday as opposed to meeting every other day and vice versa.

ANSWER: It varies within our county....(TAPE CHANGE)

.....They are there everyday because they need it. We have them for three years out of twelve school years, that is not too much. It is difficult to try to get everything in and try to show them everything and you really can work on a schedule. I know there are good schools in our county that only operate on 120 days in physical education. I would like to see them there everyday in my program and I have fought for this. I can honestly say that at our school even the band students come down there everyday.

TOM SLAUGHTER:

You might say that we lost the battle, but we meet everyday in the eigth grade and every other day in the sixth and seventh. We have longer block peridos by making that concession for the other activities. Maybe school size has something to do with it too. We have dropped in enrollement and we probably could handle it unless we lost a teacher. If you drop enrollement, they are going to cut you off. But you probably handle it a little easier with a lower enrollement. I know when we were seeing every student everyday for what we felt like was enough time during that period; when your staffing is not there you kinda create a monster for yourself too....in other words, no planning time, you start when you get there and it is over when you end....I think we had a twenty minutes lunch break and that was about that. Sometimes you can take it to extremes. I like to see them have it everyday but I think we would have to create a longer school day in my situation. There is alot that the middle schooler has to do or is required to do in other areas too, and that is where we run into conflicts too. We are trying to let them have as many experiences as possible in all areas, so that is what we have ran into. We might have cut our time back, but it cuts somebody else's time back too.

DEXTER MILLS:

We are block timing also. Our time is two hours for the sixth grade, two hours for the seventh grade, and two hours for the eigth grade; od the sixth grade one hour during one half of that block, which of course gives the sixth grade teachers their planning time. Then the next hour we will have the other half of the students. Some of the schools are a little bit different. Sometimes they rotate within the days. I think that we are going to keep it this way, at our school.

Anthony Annarino, Purdue University

I would like to come back to the comment made by the young lady in terms of middle school concept because I think that it slid by, and yet it was a very important statement that was made in terms of trying to define the middle school. As you look at the evolution of the middle school, and I am not going to go into that, but if you look at curriculum and instructional development, it does not make

make any difference whether you are structured as five-six-seven-eight or whatever it may be, because the concept here is working and talking about the characteristics of youngsters, sociologically, psychologically, or physiologically. You have to looke at the youngster and what type of activities are needed for those youngsters at those developmental levels. So whether we transformed the junior high school program down or not, that would be a fallacy because we are talking about fifth graders, we look at fifth graders, we look at sixth graders, so do not worry about the middle school and what it does because it is a bureaucratic organization. Let's look at youngsters first. Thanks.

TOM SLAUGHTER:

That's very good. When we looked at the slide presentation and we talked about this at lunch, you have to realize that in the transition it seems that children are developing and reaching puberty a little earlier today than they were years ago. They become more mature physically, they are taller, bigger, etc. So, the middle school is not early enough for sex education, but anyway you get into a lot of controversies. From a personal standpoint, from my experience and I have been at both ends...I have been in a middle school for five years and junior high for four years. I will put it this way, we do not have any kids driving to school, we do have some pot problems and some drinking problems, but I think that in the middle school I can isolate where those problems are and who they are and then counsel them. I know in high school, in the ninth grade or the eighth grade or whatever, I really could not tell you who it was in the trouble and what he was doing or who he was running around with. I think we got a little bit more of an eye on the student at the middle school level. I guess we are trying to keep them younger longer, and not let them grow up too fast. I know I was in high school in the rough years if you know what I'm talking about, those problems the eighth graders run into just scare me to death. It has made me want to hold my little girl back from entering school because I would like for her to stay a little girl for a little longer. I hope she will be an old middle schooler someday. We know that the peer influence is great, but I think that the peer influences at the same level is a little bit better than peer influence by someone who is three or four years older than they are. That is one of the advantages that I see in it.

QUESTION:

Dexter, I wanted to help you define the middle school: it does not include a first grade and it does not have a twelth grade, but it has a sixth grade, sometimes. I do have a question...with the stress on compeling based education and the vertical approach using compeling based education and with the horizontal approach which is used in the middle school, I wonder IF THERE IS more structure to your program to meet the needs of compeling based education. If so, how did you do it?

TOM SLAUGHTER:

Not yet, but I still would like to get into that. I see a need for it but primarily on grades k-12. I can see reaching all of those competencies but I can not see setting my three grades, six, seventh, and eighth, as trying to cover that whole spectrum. I think that we are going to have to come together on what we do on that. It is just like everybody says that Title IX is going to kiil us. Well, in the middle school, we were there before Title IX was in effect so we went ahead and tried it. It worked out pretty good and when they said you have to have Title IX we were alreading it with no problems. But I would like to get into compeling based education but we have not done anything as of yet.

DEXTER MILLS:

Ibid. We have not done anything either but I know what you said is true. We are going to be working toward that eventually.

My name is Franny Burt, I am a student at Georgia State University. This gentleman from Texas has raised the question about,what about the advanced student? The only way I became interested in physical education was through athletics. I had no elementary program, or middle program; the only thing that I had was athletics. Physical education should be in elementary and middle schools and the athletics at the higher levels. I think that if you give them that basics, then as this gentleman up here says, they will be prepared for athletics.

QUESTION: Wayne Wilson from Dekalb County.

I just wanted to make a couple of comments and I am not quite sure where I stand on all of this but I am a former coach and this is my first year in elementary school. I have been in high school for eleven years before this. I think the thing that we are looking for is a balance and certain things which cross my mind is,that we are saying that we do not have athletics in the middle school in this one particular situation and at the same time in our class we will choose this student, who has paid some former Olympic star to teach him gymnastics, to come in and he is the one that we use and put out in front of our students to do these kinds of things. He automatically gets his A. We are telling our students that our philosophy is we do not really push competitive athletics but they are seeing another story. Then we go to the other extreme by putting everything in the recreation program. As a coach, one of the things that I saw was the usual problem with getting adequate teaching. To me it seems the problem is that we have come up with a change for change's sake. We need to go back and find a balance which will create a situation for everybody that will have their needs met. I think that there is still a place for athletics. I have a completely different attitude about it than I did twelve years ago and I care for the person who can not participate in athletics, but you do not throw one out to get the other. We are turning around and doing the opposite of what we used to do and I think at the bottom of that we do not have the finances to do it so we just do what we can. It seems that we could come up with a balance somewhere and get some things straight and not change philosophies just because we do not have the money to change something. If we are going to change a philosophy let it be the best.

One comment about students making decisions. I think it is great to give students opportunities to make decisions and to be creative in this, but they are still students and there is still a time and place to have a balance there for a teacher's decisions and direction. Thank you.

DEXTER MILLS:

Going along with what you said there is a man by the name of Johnny Clements at Raleigh, North Carolina who is in charge of the physical education program there. They have gone into a middle school concept and they have kept part of their athletics. They are a co-existing program of intramurals and athletics except that they have an experimental program they started last year. You have a team A, team B, and team C, and D. You play four quarters. For example, if team A, my team,beat your team A then I receive one point. They do not keep a continuous running score. At the end of the four quarters, they have a score and it might be two to two. I do not know exactly the full extent of it, he was just mentioning to me that they were going into this program.

ROLAND JOHNSON, Hillsboro, Oregon

No question, I am just going to make a statement. I came all the way across the United State to get away from the rain and dadburn, it is raining here too! I have been teaching elementary physical education since 1959, and I see the change in the students. They are getting better and better; what my third graders used to do, my kindergarden students are doing now. Our community solved this athletic thing, at least for our community; we have co-educational sports for fourth, fifth, and sixth grade boys and girls and we stay at our own school. We have eight schools in our district and on Saturday we have a team from each school that plays whatever sport that we are in. That did not satisfy everybody so the Parks and Recreation

people took over but brought us in with them to help them get started. They have about a fifty league soccer team group and about the same for girls softball and boys baseball. Now they are starting boys basketball for what it is worth.

TOM SLAUGHTER:

Alot of arguments that you can get into and we have been in this too is be it high school, middle school, or elementary school where the school has control of the athletic program,gives up that control ....then you can create that athletics monster because it does get into the wrong hands. If that is the dilema and the problem then I might go along with keeping it in the hands of the proper people. Sort of like Clements, in Raeleigh. He is doing a kind of happy medium but in the concept of middle school we are trying to handle as many kids as possible in as many activities as possible, and intramurals will do it over athletics any time.

QUESTION: Seabrook Bailey, Tallahassee,Florida

I am in a very unique situation. I teach elementary physical education, I also teach middle school physical education. I work in a K-12 school; we feed our school. It is an independent school;I also coach middle school basketball and softball. Some of the comments about athletics, the athletic dilema, is a really controversial subject. I think that there is value in it because you do prepare your athletes in your middle school and your elementary. You prepare them with a skill-based orientation.--They physical skill. You are working with the total individual. The student who is not put in a competitive atmosphere handles it totally different when he does reach the ninth grade. My personal philosophy is cooperation. There is a way to achieve your interscholastic athletics. Everybody on my team plays and I have seventeen girls out. At this school there is probably a total of twenty-five available. We also have intermurals on Saturdays which takes alot of time but it is all inter-related. I think that the junior high school concept,at the time that is started, was all interscholastic. If you remember they played football, basketball, and all of that.

Then another comment on the skill is grading: I don't know whether I heard you correctly, but are you saying that a student who comes into your classroom in gymnastics, can do a back handspring and if he leaves the classroom only being able to do the handspring, then that child will get an A?

DEXTER MILLS:

Since we are using gymnastics,for our students to get an A, for example in 8gth grade, they have to do seventeen different skills on floor exercise skills. If they could already do those seventeen things in floor exercises, then we may have to get the book out and say, "here are some other things that you can try". They are not left alone but those would-be people who, since they are advanced, would be working at their own level.

Seabrook Bailey:

Then how do you deal with the child who cannot do the forward roll, and they leave the class doing only the forward roll? What are you going to give that child? Are you going to give him a C because that is all he worked on?

DEXTER MILLS:

We have two contracts in gymnastics, we have skill level contracts where they have to do X-number of skills plus apparatus work. Then the other contract is that they have to have written work along with skills. Yes, if they were there for four weeks, and they did not develop any skills, they would receive that grade.

Seabrook Bailey:

Now what happens if they did develop the skill but that was all that was all that centered around it?

DEXTER MILLS:

If they could only add one and one and get two in math, and the could not add two and two to get four, then they would be graded that way too.

GEORGE GRAHAM:

Let me share this, that tonight we have purposely scheduled rap-sessions hoping this kind of thing would arise. Obviously one of the things that seems as if alot of people are talking about is grading and evaluating. That would be a nice time to get together to share ideas individually and so forth. I want to thank Dexter and Tom for undergoing the grilling that they have. I really think that you did a nice job. Thank you very much.

Thursday, January 17 GENERAL SESSION: DIANNE WARD

WHAT IS THE IDEAL MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM?

I listened to George reflect on how long it had been since he and Fran were first friends and I looked at Fran and I thought it had been a long time since Fran and I had been friends. Fran was an undergraduate when I was doing some graduate work at Greensboro. To see her up here with a number of years under her belt and some obviously excellent efforts and products of her labors with her fine students, it made me reflect upon where I had been and what was going on in my life.

I talked this morning about characteristics of what is often times referred to as a transescent individual or student, but if you teach that age group then you know that they are not exactly children anymore. I talked about some of the characteristics and now I have got a little show that we would like to share with you about some things that we see with the students who I am working with at a middle school where I am a consultant in residence. That means that you do not get paid. You go over and eat lunch about once a week.

..... SLIDE PRESENTATION....

I talked about three categories of characteristics. You saw mental growth, physical growth, social-emotional growth. If there is anything that the pre-adolescent does during this period of time, it is change. I talked about physical growth; an enormous amount of physical growth takes place during this time, more than any other time of life except at birth itself. I talked about the mental growth, the social-emotional but you really do not talk about those things separately because they are so three dimensional and very complex. But they all have effects together as they interact within this growing, struggling, emerging adolescent...if you are a scholar in curriculum then you know that curriculum emerges out of needs and age group characteristics. If our curriculum is so structured, we will listen to what these characteristics are of the emerging adolescent and will make our programs adhere to those needs.

Just a word before I get into the major text of my presentation. I was a little awed by the topic, not middle school per say because it is real, it is there and it is touchable, feelable, and it gives me alot to think about. I was awed about the concept of the ideal program. I am guessing that ninty percent of you,or let me put it in reverse, I am guessing ten percent of you are here because you are interested and curious. Ninty percent may be here because you are skeptical: who is she to have all those answers? I will let you exit through the door, because I will say that it is not an ideal program. I am not sure there is such.

How many of you actually teach or work in some way with the middle school? Even if you work on the other end of public school work, for everyone of you there is a specific and individual need. You may have a schedule that would drive any consultant crazy. You may have an administration that is not considerate of your subject matter area and puts fifty-five students in your classes even though state law prohibits it. You may have four other people on your staff and none of the four talk to each other. You may have no gym. Can you imagine physical education in a trailer? You can hardly imagine living in a trailer much less physical education being taught in one. So there is a problem for everyone and I can not solve those in an hour and a half. I am not certain I could solve them if I was there. We could commenserate over them, explore them and possibly work out some alternatives, but I can not provide any one type of program that will suit everybody's need. I hope to be able to provide you with some ideas to think about and possible present to you a structure to take home that you can modify for your own use. I will have met my goal if you can take home one idea, or you are refreshed somewhat by a new approach, an alternative, or a different way of looking. I hope you get that from this presentation.

To lay the foundation for what I am going to say, as George so plainly indicated this morning, there is not alot out on middle school physical education. My immediate response on a problem is let's go to the library and research it. I have done that. I did find one article, it was on physical education in an eastern country. But there is not much in the literature. I would dare say that it is almost void of specific information related to middle schools. The field of general education is beginning to produce material, but it is not overwhelming as yet. Two of the classic references on middle school are dated 1966 and 1972, by Alexander and Ikhart. In fact, when looking in some of our curriculum textbooks, Willgoose, which has been the text for curriculum in physical education for a number of years in the 1979 edition has only passing reference to the middle school. No chapter was devoted to the middle school, however a chapter was devoted to primary education which is K-6, and secondary which is 7-12. So even in the leading literature, if you looked in Miligrano, which is a new text in curriculum for physical education, he talks in general terms about all of the areas but not in specific terms about middle schools. I have new material and I dare say that it is not complete. Thus, instead of an ideal model, I would like to present you with a working model. An idea that I am putting together and I hope it has enough completeness for your understanding.

Why do we have a middle school? I think we heard some of those ideas while we were here this morning. Briefly for those of you who have just arrived, the middle school is here because the junior high failed. That is one of the biggest reasons. You may ask why did the junior high fail, what did it do? The junior high concept came about as we listened to Dr. Parker explain this morning, about the turn of the century, about 1900 we separated into a specific middle school, lower grades from a junior high school. But as time changed, society changed, and needs changed, the junior high was not adequate. Also the concept of junior high never made it. It became a small high school for the people who were short.

Why should we even have a middle school? The Association for Supervision and Curriculum Development has established the following criteria which gives us a theoretical idea about the uniqueness of middle school education. These points are:

1. a unique program adapted to the needs of the pre- and early adolescent student

2. the widest possible range of intellectual and social and physical experiences

3. opportunities for exploration and the development of fundamental skills

4. a climate that enables students to develop abilities, and find facts, weigh evidence, draw conclusions, and in fact, to open their minds. Staff members who are familiar and acquainted with transescent behavior and are prepared to deal with it appropriately; a child centered environment that is successfully oriented; guidance in development of mental processes and attitudes needed for making constructive contributory citizens; competent instructional personnel who will strive to understand the students whom they will be serving; to develop professional competencies as middle school educators

5. facilities and a system of time or scheduling that allows students and teachers to experience the opportunities to achieve the goals set out by middle school education.

Why do we need anything unique in physical education? Why not just use existing programs? The data that Dr. Parker presented this morning was somewhere in the neighborhood of five thousand middle schools in practice. There are probably as many physical education classes being conducted. Why bother to present a new model, an alternative? Do we simply need to rehash what is currently being conducted? I would like to venture you some points that justify a need for change in middle school physical education.

There appears to be no unique program of physical education in middle school. If there is a program it is more than likely a watered down or adapted secondary program. It may be that there is a middle school that is a boosted up elementary school program. I am not aware of one, but I am sure that possibly one exists. But more than likely as one of our speakers said this morning we have personnel in the middle school because they could not find a job in secondary. Not were they looking only for a coaching position, but they were looking for a secondary position. We find that until recently a good many of our major students wanted secondary positions. They did not have the concept that they could possibly make a contribution or that they could even "stand" being with younger children. As you know, if you are teachers in the field you probably prefer middle and primary education to the blackboard jungle of secondary schools and if you are a secondary school teacher you know exactly what I am talking about. It is a very tough row to hoe. In middle school at least for the first two years, your students will be bubbling, enthusiastic, energetic, interesting students. In all probability you will have those for all grades whether you have three or four grades. So we have this problem that we do not have a unique program, and the programs that do exist are probably secondary models.

There is also a problem in traditional physical education as such. I would like to share some of those with you. These problems probably are relevant whether you are in elementary education or in secondary education. Traditional physical education has been designed in an athletic model. Many of you remember the pyramid, triangle, or instructional program with the penicle of greatness being the athletic program. I am sure that most of us are not involved in elitest programs but you know that they do exist in many cases, where you have elimination programs that are geared toward highly skilled individuals. It is almost an adult model and I do not think teachers per say are responsible. I am not pointing a finger at anybody...it is a problem that we share. In many cases your professional programs where you were certified, were not equiped to prepare you to teach developing learners. We had this same problem in our school. Our implementation phase of our undergraduate program has courses in basketball, volleyball, tennis, and whatever, and supposedly they learn to teach, and they learn their own skills. But what happens

is that they learn instructional techniques geared toward eighteen, nineteen, twenty or twenty-one. So when they get on the battle front and they meet the fourth grader problems occur. I had a student teacher not too long ago who had a fourth grade group and was teaching badminton, which is pretty tough because of the coordination demands, but I am not the one to say "absolutely don't do that." When I looked at his unit, it went from basic clear shot all the way up to hair-pin, drop, and smash shots. Needless to say, he was extremely disappointed that it did not work. He was open to my suggestion and realized that with some modifications he could possibly run some of those skills. But the abilities of the students with whom he was working was far from ready to deal with those kinds of skills. So we have been taking this model and backing it up. About ten years ago, teachers said "something is not right, folks. Something is not right because I am trying to teach basketball drills to first graders, second graders, and it is not working, something is wrong. I am spending hours teaching Squirels in Trees and Duck Duck Goose, and it just does not seem to be getting any place."

I think that we have seen a revolution in elementary school physical education. The literature that is coming out is good. The practical articles, the information that is being shared...this last years' conference is a good example. There is a great body of knowledge that is coming out about elementary school children and elementary school physical education. I think this same potential lies in the middle school area. It is a very unique group. So there is a unique program out there for this age group.

Another problem with physical education is that it tends to be fragmented. When I had my first teaching job, I had rural junior high and high school and I was working so hard and was just so sure that I was the neatest thing. I had come right out of college and done a summer of graduate work before starting teaching. So I knew that I knew lots more than anybody else could know. I overheard in the lockerroom one of the girls say one to the other, "what are you taking?" The other girl said, "I'm taking basketball," and I thought about that and I said I am doing something wrong. I am giving these students educational experiences which I felt were in the broadest sense of being education, but I did a disservice to myself and to physical education because they were not what I wanted a person to be. I want a person to be physically educated. There is a real difference in taking basketball and taking tennis and even taking outdoor education and taking a little of this or that. We have ourselves so fragmented, so pigeonholed that we do not have a unifying thing especially in existing middle school and secondary programs. I do not believe that we are actually physically educated to the degree that we would like for our students to be educated. So I think the fragmentation which is apparent in secondary is not a program to be carried over into middle school education.

There is also a danger in employing traditional techniques in that we tend to narrow our focus. I can give a dramatic example in elementary school, one that is not far from my home. I have a friend who has a first grader there and she was in her physical education class having power volleyball, and disco dance. Now if you are familiar at all with six year olds, power volleyball and disco dance is pretty far away from their interest and abilities. If you want to be judgemental probably they are inappropriate for that age group.

If we take the concept of the secondary model and we just back it up, to middle school, that is what is happening to us; particularly if we have a very rigid interpretation of the secondary model. I think in many cases the traditional elementary school program has had basic foundations without being so departmentalized at such an early period of time. But the danger still exists.

I would also like to take a term that Bob Moore used this afternoon, "chance" curriculum and I think this is true in many cases. Again, I am not pointing at any individual or any group of people because I think it is a problem that we all experience for whatever reason. You can blame it on the professional education, or blame it on the teachers in the field, blame it on the administrators that do not listen to us. Whatever the reason it exists I am afraid, that we have some programs that are chance programs.

You structure an environment that you think is as safe as possible, and you supervise it and you give them a chance. Hopefully, they will learn physical skills and develop great attitudes and be good sports. Have you ever seen an environment like that and what happens sometimes? Some of your worst sports come out of that environment. Cognitive development also, is not well fostered under a supervisory type environment.

Even though many times when we are teaching with an indirect method you may think that the student is being left to his absolute own. In reality the teacher has carefully pointed that child into the right direction so the right learning can occur in that particular learning experience. But what I am talking about is supervisory programs or as were referred to this afternoon, recreational programs. Let's put recreational programs in their place: after school, on saturdays, or in intermurals programs. Let's have some instruction in our curriculum.

I would like to present an alternative model. It is nice when you live with another professional person because you spend all of your time using each other. You read your own stuff, and you talk to them and bounce it off the walls. I am probably a flake and Bruce is a realist, so I tell him flakey things and he says, "ho way, you are so far away nobody will ever understand that." I hesitate to even use the word model because it implies some type of transcendental mediated abstract entity that you can not do anything with. So I hesitate to use the word but I do hope this will be something that is down to earth and useable-yet different enough to be helpful.

I would like to give you some assumptions. The first is that your curriculum should be planned. So that one of my favorite major professors does not curdle when he hears me say that it should be planned, I do not mean that you have to have every minute, every learning competency, and every behavioral objective written out, embossed and in permiance. What I do mean is that you must plan to have a curriculum. If you work with another person the two of you must collaborate and that sometimes is difficult. I am empathetic with you if you have a situation where nobody will plan with you. It makes things very hard. If you are this sixth grade teacher and there is a seventh grade teacher and you do your thing while she does her thing, I am sorry for you and I am sorry for your students. I hope that is not the symptom of any school in this group, but it happens at home with the people that we work with and often it happens with people you know. But I hope that you are in the situation on the talking basis with the members of your faculty. So one assumption is that we have to plan to have this work.

Number two is that curriculum is unique. We went through this early seventies phase of everything having to be a unique educational experience. It had to be innovative. I do not mean that this idea is innovative per say but that it is unique for middle schools. It has a unique relationship to an emerging adolescent.

Third it is instructional and that is an assumption upon which I have to base my curriculum. We are there not for the purpose of management, not for the purpose of pulling out the equipment, nor for the purpose of dividing them into two teams and referring a volleyball game. We do some of these chores, but that is not the purpose for which we are hired, nor that our parents are intrusting the

educational growth of our students with us. We are there to be teachers. You work your little heart out just like the language arts and home arts teachers do. But we are instructional, that is not easy. A public school teacher today has one of the most difficult jobs of managing the broad variations and abilities under one roof and manage students who are institutionalized five days a week for seven hours a day approximately, and that is tough. But we are there to instruct.

Fourth, your program and my program should be developmental. That has some connotations and let me clear some of those up. "Oh I know what that means, developmental that is affiliated with so and so." Erase all of that from your thinking. Developmental means that it should be appropriate to the levels of the individuals involved and that includes everybody....not just to the sixth grade or to the seventh grade but to John Jones, Mary Smith, Alex Jones; everybody in your class...their <u>own</u> developmental level. Physical, emotional, and mental growth occurs in each individual but we can not ever get them the same and you have to be aware of that in your individual students.

Lastly, I believe education is holistic and I think that our program should be. Again, I was chatting with Bob Moore about some ideas that we liked and he was saying that physical fitness as a single objective had not come out as an overwhelming point from most of the talks today. And how he was glad to see that because he felt like there should be a little more to our programs. I said to him that sometimes we discriminate in reverse. We are the first ones to say to the classroom teacher, "The physical is important.. They do not consider the student as a moving and growing and learning individual. We are the first ones. They do not respect me, they do not like what I do. They do not understand. They only want to educate the head." I made reference to this in the morning session but I saw on one of our AAHPERD spots on television which depicted a mother taking the child to the bus stop by the hand and putting the head of the child on the bus. The bus goes to school while mother takes the body home. Then she comes back with the body to meet the bus and puts the head back on. The point was you do not educate just the head, but the total entity. But sometimes we educate just the body. And just like your moderator for the PTA program said "Why do you bother with the equipment? Why do you do things this way?" We do it this way in order to share in the responsibility, to share in the decision making, because it is easier for us to come in when our equipment is spread out rather than to get it all in a box and fight and tussle over it. Some teachers will do all those things and take all the responsibilities from the child because it is a little easier. Sometimes we do discriminate in reverse. A person is a holistic entity and should be treated as such. Someone who is knowing, feeling, doing, and as a result of that, is becoming.

In every curriculum in every portion of school work values are promoted. If somebody has ever given you a song and dance about a value free education, you had better think that over because there is no such beast. In fact education is extremely value laden. We are laying stuff on children for all the right reasons on a daily basis, and sometimes for all the wrong reasons. If you are a student of the hidden curriculum you can read Phillip Jackson if you are not familiar with Life in Classrooms and he will give you a very revealing picture of what is going on in elementary schools. Linda Baine has done some work in physical education looking at what are the hidden meanings in what we do. What are in the unconscious things that we do not mean to do. It is very much like to suttlties of sexist literature. You do not even realize it, you the biggest ERA supporter in the world. You do not realize that you are doing things that possibly are sexist in nature and defeating to equal opportunities. There is value in everything we do. What can you do about it? Can you say, "I'll try not to do that." That is not the point ...you are going to do it. I has to be done. But what you have to do is to identify those values that you want to promote. Be up front with them and be

explicite about them. Do not be afraid of them as long as you can justify them to yourself as an educated person. As long as they are conducted in the household of your school, then deal with them. But you must identify them. All of us have them. So as I talk about those that I would like to promote, maybe you can think about those that you are actually promoting in your schools.

Education should foster independence and decision making. We have heard alot alot about that today. You have probably thought about your third period-seventh grade and you are thinking to yourself, there is no way. I am certain if you and I were in dialogue together and I pressed you a little bit, I would find out that you are doing some things that promote some independence and some decision making. I am certain if we talked you would find that there are things that you are doing and some that you are not. But if you do support that idea, examine your curriculum and hopefully see some consistencies in this model as I discuss it.

Why independence and decision making? Part of our responsibility in the educational system is being a teacher, a supervisor or administrator. Irrespective of what subject matter area that we are affiliated with. Part of the overall goal of education is to get people when they exit from our programs at age eighteen or sixteen to be fully functioning, effective adult citizens who can do for themselves who have maximized their potentials as well as possibilities, and who can effectively go into the community and deal with the problems of an adult. Hopefully, for the best of communities and the individual. Middle school is a part of that process.

I taught at a small girls school, and you know what they are like. I would go to the freshmen orientation and hear the parents talk with the president away from the coeds. A mother would raise her arm in the back and say, "Mr. President, how dare you let my daughter stay out until two o'clock in the morning and not even check her breath to see if she has been drinking." And he would say, "Well, we have a policy. We have to provide a framework in which all types of students can exist without breaking policy." You tell her that you do not want her to stay out until two a.m. "Oh I can not do that, she would not like me." You cannot expect to wait until age eighteen when they get their drivers license and they buy their first beer and then say, "I have a right to do this." It just doesn't work that way. Responsibility is a learned process, so is independence. We have people functioning in our society who have never been independent thinkers, and will die not being independent thinkers. And folks, I think that is a sad thing. When somebody else is always pulling your strings. You can be part of that, you can affect someone like that.

Secondly, I believe we should value pluralism. For each one of us there is a uniqueness. You are not like the person beside you nor behind you. You are yourself and that is one thing that is so special about humanity, its uniqueness. There are people in our classrooms who have come from different parts of the world, who have come from different cultural orientations, and who have come from different family backgrounds. There is no one set, stereo-typed American individual. Let us provide for all people. Let us provide for all structural types. Let us provide for all mental abilities. Let us provide for both sexes. Pluralism.

Lastly, a value that I think is important and it is one I will take from Reschooling Soceity which is a publication that I like very much by James McDonald, is that we should have liberation as a value to promote. "Oh everybody is free" you say, "this is America we are all free." I want to use liberation to mean that one day this student will not be in school. One day this sixth grader will graduate and just like we said today,we have last chances along the way, so what do they need to be physically educated? What do they need to make decisions about being a

active when you are not there? Are you going to continue to be there on Monday morning and say wash your gym suit? How to pick out equipment? "I forgot to tell you that and I have come back to revisit you as a spirit to tell you where to buy your next tennis racket." Are you out there buying a sauna suit and you are going to exercise out in one hundred degree weather? "Oh I forgot to tell you that." Are you gonna invest in three hundred cases of Aids because you really need to loose weight? "I forgot to tell you that..." You cannot be there forever. Give them the skills and abilities. Liberate them. Let them go beyond what you know. I hate to hear a student say, "I can't teach that I don't know it." I say to the student, "what do you know?" "Well, I know this pretty good, and that pretty good, and this kind of, and I can do this if I had to." And I say, "you mean that you would limit those one hundred and fifty kids only to that which is in your head?" I hope of all the students that I encounter that none of them wind up to be as ignorant in life as I am. Only when I finished my doctorate did I say to myself, it is time to start. I wish now I could go back and re-take this educational process. Now I know what I really do not know. Now I know the questions to ask, the places to go, and the voids to fill. But I find that every Monday there are more voids to fill because I know more about what I do not know. But part of your role is to teach for progress.

Have you been to Disney World lately; does it spook you out? We took our children there over Christmas. I could not tell the robots from the real people. I did not know whether the ticket-takers were automated or breathing. The technology which is there will turn you every which way but loose. I am sure there is much more sophistication in this world than Disney World.

Life changes quickly. The changes that have occured in the last fifty years are more than everything that has occured in history so far. Think what is going to happen in the twenty-first century. Can you send them back to high school to take Physical Education I again? No way. You have to do the best you can to prepare them for real life. Part of that is liberating them from what we have right now, to be able to go on, to future knowledges.

My ideals for conducting this program. The program should be flexible, because you know what it is like to teach in middle school. If you do not you have heard enough today about it. You have to be able to be flexible.

It should be transactional. Transaction between person and person, student to student, student to teacher, teacher to teacher, team-teaching, team planning, team thinking; these are things that we heard this morning. Student-teacher-counselor talking and communicating...it should be transactional.

It should be success oriented. Sucess oriented is a term that turns people off many times because you think how are we going to get people prepared to fail? If you don't know it already, there is alot of failure in this world and you do not have to plan successful physical education to keep people from failing. There is failure everyday by most people in some way. Maybe not teacher inflicted, but it is there.

It is important, as we said, for a middle schooler to develop a positive self-concept because this is the time that attitudes and feelings about the self are beginning to structure. Use this time to make the person feel good. Do you remember what junior high was like? I get the shivers when I think about it. I can remember the time when we did not have alot, but my Mom was nice and we shared clothes. She was always helpful and I was a little heavy then; "Baby Huey" was a nick name, so you can take that for what it is worth. We tried real hard to make me look nice. I can remember in the eigth grade that I had borrowed some of Mom's clothes. It was a special day, you know how it is when you have that age kid, when occassionaly they want a special day. It was a special day and it was back when you did not

blow dry hair. You rolled your hair and you slept on it. My mom said, "I've got a great way to do your hair." Well, I should have known from that to take a clue but I was only in the eigth grade. I can remember Mother giving me permanents on the kitchen table. It was a bad day for me but I had forgotten the past bad experiences and I let her roll my hair. She took one roller and rolled it this way and one roller and rolled it that way; she did that alternately all over the head. Well, this was before the days when afros were big. I had one and it sure did not please me, I can remember the emotional trama of going to school with boby-pins all across my head just to keep it down so it would not stand out. The trama and the emotional anguish that I felt! I just knew that everybody looked at me. That plus being the heavier one in the group; the one who always had to sit at the back of the classroom because I was bigger and taller than everybody else. My name began with S and if you were alphabetized I always was in the back of the lunch line and everywhere else. We need success oriented programs. There are enough failures.

Our program should be continuous. That is middle school jargon which means skills should be progressive. It should be a skill-oriented program where a student enters at this skill level, progresses until he has completed these skills, and then they move on to others. It is an effort to find the appropriate physical skills to promote student achievement.

Another ideal for the middle school physical education program is one of transition. The main purpose for the middle school is to provide students with a smooth progression from elementary to secondary school. Likewise, middle school physical education programs should be a transition from elementary skills to more advanced skills. Regretfully, many middle school physical education programs have committed an error similar to the early junior high schools: mini-high school or "watered" down high school programs. To be most effective, middle school programs must be unique to the skills of its learners.

The last ideal for the middle school program is a concept to which all programs could aspire. Meaningfulness is a critical component for a program's success. Goals, objectives, and activities should be meaningful to the age and ability of students involved with the program. Often times, teachers forget that middle year students are not high school students. Plans designed for secondary school are not appropriate for the transescent. Middle school students are not skilled performers, nor, in most cases, do they have the potential during this age period. For example, game teaching may not go to the playing stage until the end of the middle school years. Yet, certain middle school programs have tournaments and league play scheduled which have the capacity to eliminate many students. Meaningfulness implies the appropriate selection of desired, realistic program outcomes.

Consider the goals of a traditional physical education program which I have referred to as "closed": developing skills in a wide variety of sports, exercise, and possibly dance. A more open goal for a physical education program could be utilized as an alternative: to develop in students an awareness of movement as an integral part of one's existence and the role movement can play in their own lives.

Humans are active for a variety of purposes. For too long we have interpreted activity to be participation in sports and thus organized our physical education programs consistent to this belief. Instead, I propose that you consider a more open perspective for physical education programs. Given this belief, middle school programs will be a transition to broader perspectives rather than more narrow ones. The traditional pyramid of general to specific may translate to a spiral containing basic concepts and specific applications, with a final product which is indefinite and limitless.

Consistency is important to any curriculum. In implementing this proposed model, one must remember the values to be promoted, the ideals for its conduct, the alternative goal for physical education, and the learning model necessary for optimal growth. Existing movement forms (games, exercise, recreational activities, dance, self-reliance skills, or outdoor exercise skills) can be used as organizational schemes. The primary movement concepts (spacial relationships, body orientation, and effort promotion) become the focus of each unit. The secondary movement concepts (object manipulation, environmental demands, and associative participants) become levels which an be used separately, in combination, or in multiple combinations to produce an ever growing, complex curricular structure.

The progression of content should move from foundational to internal. Conventional and experimental stages are employed to aid the student's development of movement as an internalized concept. Laws of motion, mechanical principles, physiological principles are utilized along the way to add depth of understanding to the student's physical education experience.

Throughout the middle school physical education program, sutdents should be guided tobecome a participant in physical activity. The values promoted, the ideals established, and the purpose determined must consider the needs of this preadolescent individual. Teaching should be conducted through an appropriate learning environment and learning model which will enhance student development.

The framework and content of this program will allow the transescent to progress through an intermediate learning period with a reinforced foundation and a broad perspective for the upcoming secondary school program. I believe movement can be personally meaningful to everyone. The middle school period seems to be the appropriate time to establish this meaning.

We heard some good ideas this afternoon on outdoor work. Camping, orientering, backpacking, possibly canoeing, possibly adventure learning, possibly exploring and adventure in the out-of-doors. Dance forms, dance in the middle school, dance with boys. I liked the speaker this afternoon who spoke about dance; you do not have to call it dancing if there is a hang-up there, call it anything, call it mime, call it non-verbal communication. But it is fun and it is valuable. Don't eliminate by your own prejudice a possible worthy outlet for some of your students. Find a way that is satisfactory to you to put expression into your curriculum.

You can take any other existing form that you are comfortable with and utilize this model. If you are working in a games area, take an aspect of what the body can do; the body can jump, work a game out of jumping. You can do this progressively. You can do this from basic foundational skills where you just actually work on foundations of movement and skills movement in various forms. You can work conventional ways; you can work in volleyball or basketball or tennis or hiking or folk dance, but always use the movement components. Relate how the body is working and its various aspects. Relate the various use of space; if you are playing volleyball there is a special use of space necessary for the game of volleyball. If you are working on throwing and catching skills as a foundational aspect of your program this is a definite use of space there, with a different effort quality. As we increase the complexity there may be varying objects and boundaries. There may be other participants; you may be working back and forth or in a competitive atmosphere. In dance what is the body doing? What space is used? Help the student not just learn step one, step two, step three and here's the step four and let's do the dance. What kind of skills do we need to effectively accomplish this task? If you will use a model then you will have consistency, a continuity in your program-from unit to unit, to activity, to activity.

This is not a new idea. This is not something that is revolutionary. Thomas E. Volve from Temple University has a similar idea called organizing centers, where he actually looks at a horizontal component of physical education, interrelating the aspects of physical education. Certainly you see some movement education components. And if movement education is a viable elementary school program then should there not be some transition of that into a middle school program?

You may remember last year Dr. Graham made a presentation where he showed a model of teaching by terms K-12. He used a consistency in skill teaching. Maybe you are familiar with the University of Michigan Battle Creek Project which used a very similar idea of pulling our curriculum together. You could use it with any topic in any unit that you cared to undertake even if you only wanted to do a conventional program where you did movement forms that exist in our society and that is all. You could at least lend the continuity to your program by using some sort of unified core idea.

If you like this next idea possibly you will use it in a variety of ways. There is a spiral that I would like to show you where we can go from a foundational learning, conventional, which may be the form as it exists in society today, and experimental. Let us prepare our people for the future. Let us prepare them for unexpected movement demands. And internal, if this was drawn in three-dimensional space my internal would be going right up to the ceiling to infinity because this is the point in time where the person begins to make decisions based on their own interest, their own feelings, their own values that you had a part in shaping, but which they are completely responsible for. There is a movement purpose for all of us. It might be competitive sports. But then again, it may not be.

Some other aspects that I think would be good to consider in this model. One is a learning model. We get into lots of arguments in our dialogue and in our writing on what teaching style should be incorporated. What is important is that learning style. What do we want from our educational process? Do you want people to go beyond what you have presented them, internalize that, and use it in any situation that they care to? I would present three ideas for learning. Allow some exploring, just mucking around. Do not feel so pressured. Maybe we should have a horizontal effort where we go out and explore things. We should not feel like we have got to press, I've got to cover, if I do not do this drill, if I do not do that skill, if I do not do this...and so on. Do you ever think that maybe they did not even learn what you started with on Monday. There is a case for automation in teaching skills, even beginner skills. If we teach beginning skills, then they should be proficient in beginning skills. Why go on? It is like children who cannot read and yet you put them into the fifth grade reading group. They just sit there and look over the words.

Sllow some time for exploring, developing interests, getting used to it, getting warmed up to it then see if we can take this idea or the concept here or this movement and integrate it into our repetoire, get it down straight, get the actions together, get the concepts together, and then see if we can go beyond that. The middle school is an excellent place for it, exploring, integrating, and transcending.

Consider the learning environment that you establish. You know the learning environment is extremely important to what kind of achievement that we get from our students. What kind of learnings occur, what kind of ideas are formulated? Are you still using physical skills for punishment? Hit the floor, ten push-ups. Yet, you are saying to your adult education class at night ...in order to improve your strength in your upper arms if you just do a few push ups....But that was what I

had to do when I was bad, I had to go to the corner with my nose in the corner, I hope we are not being that way any longer. If we want people to be healthy and physically active and we say, if you do that one more time, then it's ten laps.... well, and then you say in your after school jogging program that we want everyone to run for fun, there is a discrepancy. It is not fun to write five hundred times, I must not run down the stairs, but that is not the same. Your learning environment is extremely important and you should be responsible for the quality of that environment.

I have not mentioned anything specifically about "oh, we have got to develop knowledge in our students; oh, we have got to develop attitudes in our students and oh, we have got to develop a skills in our students." Folks, that goes without saying. I am an educator. You are educators. When you took that vow, when you signed your certification papers, you agreed to be an educator. People learn in all ways, we learn, we hear, we think things, we feel things, we do things; for any of these units whether they are foundational or experimental, whether they are recreational or game form, dance form, or another form that you might include that I have not. Present as much useful and helpful information so that they have concepts that they can use outside of school and in their adult years that they can incorporate into their maps so that they can have cognitive and psychomoter maps that they can use in any situation that they go choose. Incorporate consumerism in your sports units and in your exercise units; incorporate things of general interest. I love the idea of the soccer player who worked with one of the student groups that we saw on the slide today. Work with the community, I love the fact that someone had a rotary file and they chould draw on members of the community just freely. Bring people in. Have you ever thought that the ballet teacher would come in and do a gig for you just because she could recruit students that way? You may not like to teach ballet. You may not care too much for it personally, but maybe there are some students who are poor to the point that they could not afford it on their own. Give them a chance. Do something for them. Help them to establish some interest.

In middle school we should have basic programs independent study programs, and enrichment programs. You will teach some things through basic skills, then you will provide, hopefully, some opportunities for independent study. Independent study? I did that in college. Independent study...."Jane and Bobby go over here and take some of your books and work on an idea", an idea that you suggested for them. What an excellent idea to have the students write the PTA Program script and weren't they good? Allow students some credit; they can do these things, maybe in mass they do not look like it when all of them get in there screaming and kicking, and it is raining outside and you are going crazy...."she was wrong, wrong"..but no I am right, right; they can do these things. You may have to teach them from square one how to come in the room without going crazy but that is part of being a teacher. You may have to teach them how to put up the equipment without killing each other but that is part of your job and responsibility. It is like being in-loco parents...it is the truth that you are somebody's parent for some period of time. Some students come with good parent backgrounds and they are pretty responsible, but others are not. You can not do it all but we must do our part, if for no other reason, than survival. And hopefully, for the promotion of their own well being.

I have other ideas of incorporating the modle, but I would say briefly, that

having instructional classes is one way. There may be a need for a new type of intermural program at your school. Maybe the old competitive sports program is singularly not adequate. Maybe this aged child needs some obesity help in the afternoons....maybe they need a special fitness program. Maybe you want to do something for your teachers so they will know how great a job you are doing, and when you want to ask them to help you on a canoe trip or taking students to a PTA program, then they will cooperate because they understand what you are doing. There is an aspect of the curriculum that is called Outreach, which I think has some possibilities for you. I have made no references to special populations, but it is not because I think that is somebodyelse's job. That goes without saying. They may have one leg or two. They may be in a chair or on their feet. They may have cognitive abilities not as great as the next one,that goes with the territory. I hope that you receive one thing out of this program. I am not sure that you got all that I was trying to get to you because it was a very complex idea and one that is growing and is a working model. I hope that if you receive suggestions or ideas and contributions that you share them with me because I would be glad to hear them and readily accept them. I hope that you will remember that this is a unique period in a child's growth and the emergence of an adult is a vital part of growth. Physical education is a very important part in development. Do not let a day go by that you do not try to promote the goodness of physical education and the wonderfullness of emerging adolescents.

THANK YOU.

ANNOUNCEMENTS

I. COPIES OF PROCEEDINGS

These may be obtained from the Clearing House Resource Center as follows:

1980 Thursday Sessions (Middle School).....$4.00
1980 Friday Sessions (Activities).....$5.00
1980 Saturday Sessions (Activities and Position Papers.$5.00

(Limited Copies):
1979 Viewpoints.....$5.00
1979 Activities.....$5.00
1979 Position Papers.....$2.00

Make checks to Margaret A. Jones, Project Director, HPRS Department Georgia State University, University Plaza, Atlanta, Georgia 30303.

II. METROPOLITAN ATLANTA ELEMENTARY SCHOOL PHYSICAL EDUCATION CLEARING HOUSE RESOURCE CENTER

This is located in Room 118, Physical Education Building, Georgia State University. The telephone number is 404/658-2536. The hours are from 1:00 p.m. - 5:00 p.m. Monday through Friday during the school year. During the summer appointments must be made to visit.

III. HOW-TO-DO-IT IDEAS FOR THE CLEARING HOUSE RESOURCE CENTER

You may send ideas to the Clearing House Resource Center. The suggested contribution formats include:

1. A typewritten copy of the idea, i.e., game, dance, program aspect of curriculum. (one idea to a sheet)
2. Pictures to illustrate ideas submitted.
3. Sample of a homemade (creative) idea, accompanied by directions.
4. A video tape illustrating idea.

Please include name, current address, and telephone number with each item submitted. Persons interested in contributing and for being placed on the Clearing House mailing list should contact Dr. Margaret A. Jones, Project Director, HPRS Department, Georgia State University, University Plaza, Atlanta Georgia 30303.

IV. FALL ELEMENTARY SCHOOL PHYSICAL EDUCATION WORKSHOP

Shirley Ann Holt-Hale; Oak Ridge, Tennessee, Elementary School Physical Education Instructor; Consultant; Co-Author, Children Moving, Mayfield Publishers; will hold an Elementary School Physical Education Workshop, October 10, 1980. Cost will be $5.00.

V. CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE-January 15, 16, 17, 1981.

Conference program will address the philosophies and practical concerns of physical education specialists, coordinators and professional preparation personnell as well as classroom teachers. Specific topics and activities will be announced later.

Opportunity is provided for presentation of research and "how-to-do-it" papers. Proposals for 25 minute presentations should include: Type of presentation (research, position paper or how-to-do-it idea); audience addressed (elementary or middle school, specialist or classroom teacher) topical area, i.e., motor learning, educational dance; title; name, position and address; and one typed page abstract PRIOR to August 1, 1980. Send to Margaret A. Jones, HPRS Department, Georgia State University, University Plaza, Atlanta, Georgia 30303. Requests for additional information on the conference should be sent to the same address.